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HIGH SCHOOLS IN THE SOUTH, A FACT BOOK.

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THIS STUDY INVESTIGATED 4,776 HIGH SCHOOLS WITH AN ENROLLMENT OF 2,318,449 STUDENTS, 98,805 CLASSROOM TEACHERS, AND 4,658 PRINCIPALS IN 11 SOUTHERN STATES TO ASSESS THE EFFECTIVENESS OF SECONDARY PUBLIC EDUCATION IN THE REGION. THE INVESTIGATION WAS LIMITED TO OBJECTIVE AND QUANTIFIED DATA ON RECORD IN THE 11 STATE DEPARTMENTS OF EDUCATION REGARDING SCHOOL SIZE, INSTRUCTIONAL PERSONNEL, FINANCE, AND SCHOOL PROGRAMS. THE EFFECTIVENESS OF A SCHOOL DEPENDED UPON ITS ABILITY TO FULFILL THE CRITERIA DETERMINED TO BE INDICATIVE OF EDUCATIONAL EFFECTIVENESS--(1) HIGH SCHOOL TEACHERS SHOULD HOLD AT LEAST A MASTER'S DEGREE AND TEACH SUBJECTS IN WHICH THEY ARE CERTIFIED, (2) HIGH SCHOOL FACULTIES SHOULD BE BALANCED WITH BOTH EXPERIENCED AND INEXPERIENCED MALE AND FEMALE TEACHERS, (3) THE SALARY SCHEDULE SHOULD BE COMPETITIVE WITH OTHER HIGH SCHOOLS IN THE NATION, (4) HIGH SCHOOL SIZE SHOULD RANGE FROM 800 TO 1200 STUDENTS AND CLASS SIZE SHOULD AVERAGE 25 STUDENTS, AND (5) A TEACHING LOAD OF 150 PUPILS PER DAY OR 750 PUPILS PER WEEK SHOULD BE THE MAXIMUM TEACHING LOAD ASSIGNED. THE STUDY INDICATED THAT (1) MEDIAN SOUTHERN HIGH SCHOOLS PROVIDED INSUFFICIENT CURRICULAR OFFERINGS, (2) THE HIGH SCHOOLS VARIED IN SIZE, AND (3) QUALIFICATIONS AND WORKING CONDITIONS OF INSTRUCTIONAL PERSONNEL WERE LOW. STATE AND REGIONAL STATISTICAL DATA ARE INCLUDED IN THE DOCUMENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR SOUTHERN EDUCATION STUDIES, BOX 164, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE 37203, FOR $5.00. (GB)

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# High Schools In The South

## *A Fact Book*



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# Preface

IN 1960 the Peabody Center for Southern Education Studies was established by an operating grant from the General Education Board. Two of the original purposes of the Center were: (1) to collect basic data required for effective communication among persons who envision the region's capacity for greatness; and (2) to conduct studies in problem areas where data are now lacking, so as to permit southern leadership to develop action programs directed toward the attainment of greatness. The present study directly serves both of these aims.

The findings of the early studies of the Center consistently led to the conclusion that quality rather than quantity was a critical problem in southern education, but there was no way to assess the genuine effectiveness of public education in the region. It was believed that a comprehensive and detailed evaluative survey of public education in the several states would identify the problem areas where Center funds could be spent to greatest advantage in stimulating action programs to improve education throughout the region. Earlier evidence suggested that the adequacy of secondary education should receive immediate attention. The present study was therefore limited to secondary education and to those high schools which had applied for state accreditation in eleven southern states.

A story in statistics has been produced on the assumption that data carefully collected and properly organized for analysis can be of practical value in developing clear insight into a situation. It has been the aim of the study to provide a better understanding of the high school picture in each of the southern states, primarily because of the research-supported conviction that there must be a major overhaul in secondary education. This conviction apparently is shared in all regions of the nation.

It is hoped that the publication of the mass of facts upon which the findings are based will provide a data book which, in turn, will enable and encourage the responsible leaders in the individual states to design and initiate their own action programs. Recent trends maturing in 1965 suggest that if the several states fail to take such steps, programs genuinely educational in nature may be undertaken by nonschool agencies with federal support and be operated outside of the existing state public school systems.

The Center expresses its sincere appreciation for the cooperation and assistance of the respective state departments of education in making their records available and helping in every way to minimize the problems of the Center staff. The tremendous task of compiling the facts otherwise would not have been possible. The findings and conclusions, however, are those of the Center alone.

Every effort has been made to avoid the noxious practice of interstate comparisons. Each state has its own problems which no other state can solve. Even traditionally more favored localities and regions are beginning to learn that they need only to look inwardly to find problems whose solutions will challenge their ingenuity. The constructive use of this report, then, lies in each state's studying the factual problems, determining appropriate action programs, and getting on with the task of the major overhaul. Every state has too much at stake to continue to risk by default the proliferation of its educational efforts, the by-passing of its organized enterprise, and the encroachment of noneducational groups into areas that are technically and professionally educational in purpose and program.

The study deals with 4,776 high schools having an enrollment of 2,318,449 students, 98,805 classroom teachers, and 4,658 principals. The body of the report is divided into three parts to facilitate its use. Part I portrays the background or setting in which southern high schools operate and with which they must maintain close affinity. Part II presents the real substance of the study, dealing with instructional personnel and educational course offerings—two critical elements in quality of opportunity. Part III reports tabular summaries of the quantifiable facts for the reader who finds eloquence and meaning in statistics.

Director

# Contents

## *Part 3*

## THE STORY IN STATISTICS

# List of Tables

## SECTION A. REGIONAL

## SECTION B. STATE

Basic data reported in regional tabular summaries in Chapters 3, 4, and 5 and Section A are presented in individual state tables in Section B.

CHAPTER 1

# Introduction

THE SECONDARY school is that segment of organized education which receives a youth as a young adolescent student and guides his learning and development until almost adulthood. For some youth, the secondary school is merely another step toward eventual enrollment in college. For fewer, this level of schooling opens up broad enticing vistas of knowledge and opportunity, and the youth becomes so highly motivated for further education that he eagerly works his way through college, often with great personal sacrifice and even in the face of family indifference or opposition.

The majority of American youth, however, have their last direct experience with formal education in some secondary school. They leave by graduation or withdrawal to begin a pattern of living which will shape their adult life: marriage; gainful employment; or unemployment and idleness. Some schools afford these noncollege bound youth an opportunity to prepare themselves for successful adulthood and competent citizenship. Too many others provide offerings mainly unsuited and uninteresting to the youth, and afford successive experiences of failure, frustration, depression, self-negation, and eventual enmity toward formal education.

The American high schools of 1965 are unlike those of 1900, but they are not as unlike as they should be. High school students at the turn of the century were largely constituted of the financially, socially, and intellectually elite. The high school youth of today are more closely representative of all Americans of their age group, if for no other reason than that most of this age group are in school. Within the memory of many senior citizens, high school enrollments included only 13 per cent of the 14-17 year old population. In 1960 this proportion had grown from 13 to 87 per cent, although the total population of the group increased only 60 per cent. The number of students in high schools increased from 519,000 in 1900 to 8,620,000 in 1960.

This broader representation should have brought about many observable changes in the high school program. The period witnessed the adoption of Cubberley's concept of rural school equalization, and the establishment of the junior high school organization, for example. Early in the century it became clear that high school programs should be expanded beyond the scope of college preparation. Nevertheless, the American public soon found it necessary to accelerate this expansion by enacting through the federal Congress the Smith-Hughes Act of 1917. An expansion of vocational and skill training, predominantly in home economics and agriculture, followed. The dominance of vocational agriculture subordinated a concomitant development in trades and industrial education, which was further curtailed by the onset of the Great Depression. School programs have not changed as much as the needs of American youth have changed.

Each southern state embarked upon five-year programs of curriculum revision, beginning with Virginia in 1931. From 1932 on, these programs in the region were coordinated under the consultant leadership of Hollis L. Caswell, Doak S. Campbell, John E. Brewton, and Henry Harap, all members of the staff of the Division of Surveys and Field Services, George Peabody College for Teachers. A complete, radical revolution resulted in southern elementary education. Progress was more reluctant and less successful in high schools.

World War II not only marked an end to curriculum reform in secondary education, but it also dispersed the school faculties who had participated in these long-range reform movements. The result was that secondary school programs in the post-war years of the fifties bore an unfortunate resemblance to the school programs of the twenties. Moreover, the level of professional training of school staffs had declined.

Two other factors demanding changes in high school opportunities created additional pressures in recent decades: technological progress, which had slowed nationally during the depression; and mobility of the population, which became accentuated during and after the war. The first factor has created a demand for a prolonged period of vocational education because of the progressive elimination of jobs in the unskilled and semiskilled labor categories. The resistance to change in southern communities has caused their high schools to ignore this demand, with the result that "area" vocational-technical schools are being established in state after state, usually outside of organized local secondary schools.

The second demand makes real the idea that high school graduates no longer compete for jobs only with other graduates in their same community. Today's graduates from high schools must be prepared to compete for jobs with every high school graduate anywhere in the United States.

Accompanying these forces for change in the American high school has been the increasing recognition by the American public that each youth should be assured of an equally adequate opportunity to obtain an education commensurate with his abilities and needs. Furthermore, it is becoming increasingly acknowledged that a lack of ambition, or aspiration, or motivation may be a responsibility of the school as well as of the individual. It is a generally accepted fact in 1965 that the goal of equal *adequacy* of educational opportunity requires an improved *quality* of educational opportunity in many high schools throughout the nation. While the fact is true for all states and geographical areas, it is especially applicable to southern high schools. This is because the southern states, which have the common problem of inadequate high schools, also have been the prototype of larger administrative units which have had the capability of reorganizing their schools had they so desired.

It is surprising that the population centers in the South which absorb the impact of poorly educated youth drifting from rural areas continue to follow a laissez faire attitude toward the problem of inadequate educational opportunities. Indeed, they tolerate in relative silence and indifference the burden of state tax programs which are used to subsidize and perpetuate inadequate schools which cannot justify their existence. The states in the North and East, traditionally opposed to federal aid to education as long as they were satisfied with the superiority of their own schools, finally acknowledged in 1965 that they have a stake in the adequate education of youth everywhere. The public throughout each southern state must admit the same.

A remarkable contribution of the past decade has been the evidence provided by respected economists that the economic well-being of this nation is tied directly to the education of its citizenry. The economic progress of the South is similarly chained to the educational resources of its people. The present study has the express purpose of reporting facts about southern secondary education to permit an assessment of the capability of high schools to support and sustain the continued advancement of the region.

Public schools cannot exist apart from the neighborhoods, communities, and entire states whose children and youth they enroll. Organized education operates to serve the interests of the statewide, and now the national, population which supports it. The social and economic settings of schools have implications for the purposes to be achieved by high school programs as well as for the need for resources to achieve these purposes. Consequently, educational opportunities have meaning only as the total public endeavor is understood.

An eminent sociologist, born in the South and educated in three of the southern states included in this study, contributes in the next chapter a perceptive analysis of the remarkable socio-economic changes which have occurred in the South. He delineates a setting in which the attainment of greatness will require a careful evaluation of the quality of secondary education, for neither youth nor the region can benefit from opportunities that do not exist.

# Part 1

## THE SETTING

Rupert B. Vance

# Education and the Southern Potential

THE FUTURE of the South today depends more upon the development of capacities and resources which now remain unrealized than upon anything else. The region has natural resources and human resources in good supply, and it has set itself to the task of their utilization and development. These sources of wealth are basic, but their release and development depend upon building up institutional resources, technological resources, and the accumulation of capital, or financial resources. Howard W. Odum was fond of pointing out that the creation of these secondary forms of wealth are matters of skill, organization, previous experience, and the ability to make the right decisions at the right time. As stated by Lancelot Hogben (41): "The material resources of man's environment, the biological resources of social personnel, and the social resources of organization and institutions are all we have for developing the wealth and welfare of nations." This development is a complex task, and one that can easily go by default. It is to be viewed as a sequence of interrelated processes in which the mobilization of the common will for the task depends upon the democratic participation of the whole community. Certainly, conservation and development of human resources are every whit as important for the economic future as the processing of natural resources.

The purpose of this chapter, which serves to introduce basic educational and school conditions, is to point out certain economic developments that have affected the utilization of human resources. Important aspects of economic activity can be found all over the South: shipping in the Norfolk and Gulf Coast areas; production of power and aluminum in the TVA area; heavy industry in Birmingham; textiles, rayon, and nylon in the southern Piedmont; refining and chemical industries plus synthetic rubber in the oil producing areas; pulp, paper, lumber products, minerals, and the processing of metals throughout the region.

In a nation that is developing and maintaining a more complex economy, there are many reasons to believe that the South has basic resources for further industrialization. Some of these include:

1. Proximity both to the already highly industrialized areas of the Northeast and Middle States and to potential developments in South America
2. A climate, growing season, and type of land which allow a great variety of plant life and diversified types of agriculture ranging from truck, fruit, livestock, and tree crops to already developed staples such as cotton, sugar, rice, and tobacco
3. Mineral resources of coal, iron, oil, gas, sulphur and nonferrous minerals, with stone and building materials of all kinds
4. Adequate transportation facilities in the highly developed railroad network, public highway systems, and rapidly expanding air routes
5. Comparatively low land and site costs as compared with some congested areas
6. A large group of basically sound and capable people, in need only of more adequate training, education, and services to become a skilled labor supply
7. A large potential group of consumers for all economic goods and services, awaiting only better productive organization to become the country's best new market.

As Erich W. Zimmerman (73) pointed out, natural resources are potential, not absolute. Resources are not to be estimated in terms of their existence but of their availability. The degree of technology, the efficiency of economic organization, the availability of capital, and the existing social demand—not the inert existence of minerals underground—determine whether these natural resources are to be made available for us. Nothing is done, nothing can be done, apart from the skills, the needs, and the demands of men organized in group effort.

In our economic scheme of things, human resources count twice, for human beings serve as both means and ends in the productive process. Man, as an agent of production, must be regarded as the greatest of all resources, for it is his intelligence and labor that give shape and form to all the useful aspects of our environment and discover new ways of utilizing its materials. Among all resources, human talent and energy rank the highest. But man is also the end, the *raison d'etre,* of the productive process. Production exists for consumption, and mankind is the ultimate beneficiary of all production. Thus, man, the paradox, is at one and the same time the end and goal of the economic process and part and parcel of it, the chief instrument and means towards its attainment. Obviously, how well he fits into the productive scheme determines in the main how well he will be rewarded in the range and variety of his consumption. Thus the first advice that technical experts give to the leaders of the underdeveloped nations is to set up an educational system and put it into operation. No modern economy is possible without it.

In agriculture, efficiency has been increasing and a labor force too large for its task has consistently overproduced its market. Accordingly, any discussion of a region's use of human resources must be related to the area's agricultural background. The South is and can expect to remain an important agricultural area of the United States for a long time to come. Some of the problems to which the region has adjusted and must continue to adjust include:

1. The loss of soil resources by leaching and erosion
2. The gradual loss of a large share of the world's cotton and tobacco markets (In volume of production, the region is well equipped for world competition, but not at the low level of prices now prevailing.)
3. Continued need to adjust to agriculture's decreased capacity to employ people at former rates or at an adequate standard of living

4. A continuing solution, through increased migration from plantation type farms, of the numbing effects of tenancy on the South's agriculture
5. Further changes in the terms of trade, in which the South has traditionally exchanged cheap goods for dear goods
6. A resolute and measured approach to the inadequacy of the South's educational programs and facilities to prepare children to meet needed changes, rural and urban, required by new occupational patterns
7. The South's lack of capital and economic organization to finance needed developments in new fields
8. Further improvement in the industrial mix, currently dominated by the region's concentration on low value industries
9. The location within the South of a major problem area where the rate of economic growth has fallen behind the nation's advance.

## THE SOUTH'S HUMAN RESOURCES

Any discussion of the South's potential can well begin with its human resources. In the great depression, Gerald W. Johnson (46) wrote: "The central irony of the era is the fact that if we have overproduced anything in this country what we have overproduced is Americans." In national recovery, the agricultural South has faced this problem of overproduction to a greater extent than other parts of the country. Figure 1 shows the ratio of rural farm males attaining working age, 20-64, in the period 1950-1960, to the number leaving agriculture through death or retirement. As the map indicates, the great majority of counties in the South had two or more farm youths entering working age for every elderly male leaving agriculture, either by death or retirement.

As of April 1, 1963, the population of the United States was estimated at 188,643,000 people —a far cry from the 3,929,000 population reported in the first Census taken in 1790. This represents an increase of 4,700 per cent in the population in a hundred and seventy-three years. An electric population chart on display in the main lobby of the Department of Commerce in the nation's capital shows what this means in terms of population growth. When this report was written the mechanism of the recorder was set to show an average of:

1 birth every 7½ seconds
1 death every 18½ seconds
1 in-migrant every 1½ minutes
1 out-migrant every 23 minutes

Taken together, these components give the United States a net gain of one person added to the population every 11 seconds. The South is contributing more than its share to this national population growth.

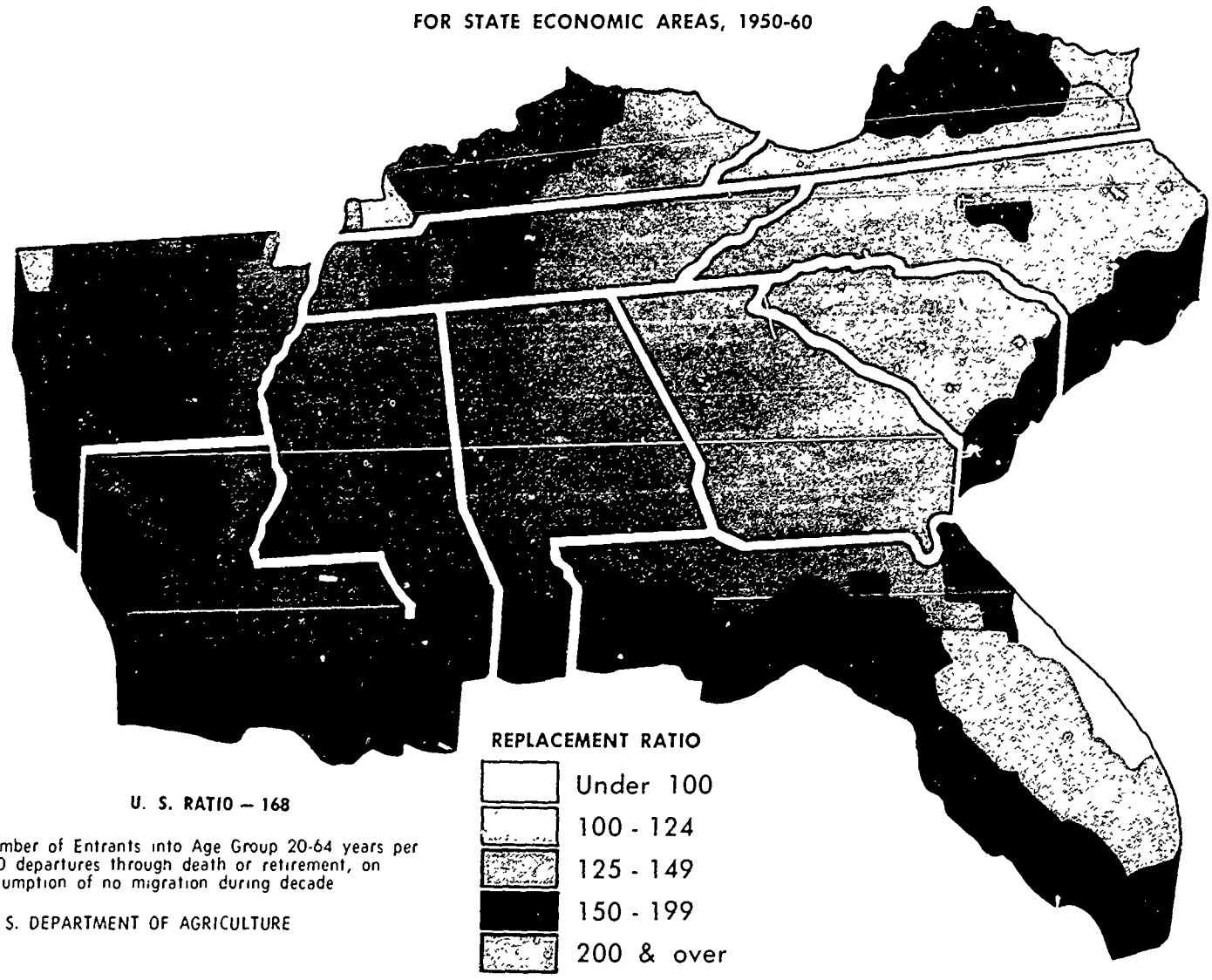
Accepting the U. S. Census definition of the region,* the South had some 55 million people in 1960, approximately 31 per cent of our total population. It also had the second largest population increase from 1950 to 1960, a growth of 16.5 per cent as compared to an 18.5 per cent increase for the nation. The West led all other regions, with an increase of 38.9 per cent. (See Table 1, Appendix A.) As shown in Figure 2, Florida led the South with an increase of 78.7 per cent. Forty-one million infants were born in the decade 1950-1960; of these, 13.6 million were born in the South. Subtracting the 4.4 million deaths, the South had a natural increase of 9.2 million, a rate of 19.6 per cent

* Those who work in this field have a choice of the regions they delimit. Thus, the Census South contains 17 states and combines three Census divisions: The South Atlantic States, the East South Central, and West South Central divisions. The Southeast contains 11 states, omitting Texas and Oklahoma as well as the border states of Delaware, Maryland, West Virginia, and the District of Columbia. Table 1, Appendix A, has a listing of the states in the Census South.

**FIGURE 1**

**REPLACEMENT RATIOS OF RURAL-FARM MALES AGED 20-64**

FOR STATE ECONOMIC AREAS, 1950-60




U. S. RATIO — 168

Number of Entrants into Age Group 20-64 years per 100 departures through death or retirement, on assumption of no migration during decade

U. S. DEPARTMENT OF AGRICULTURE

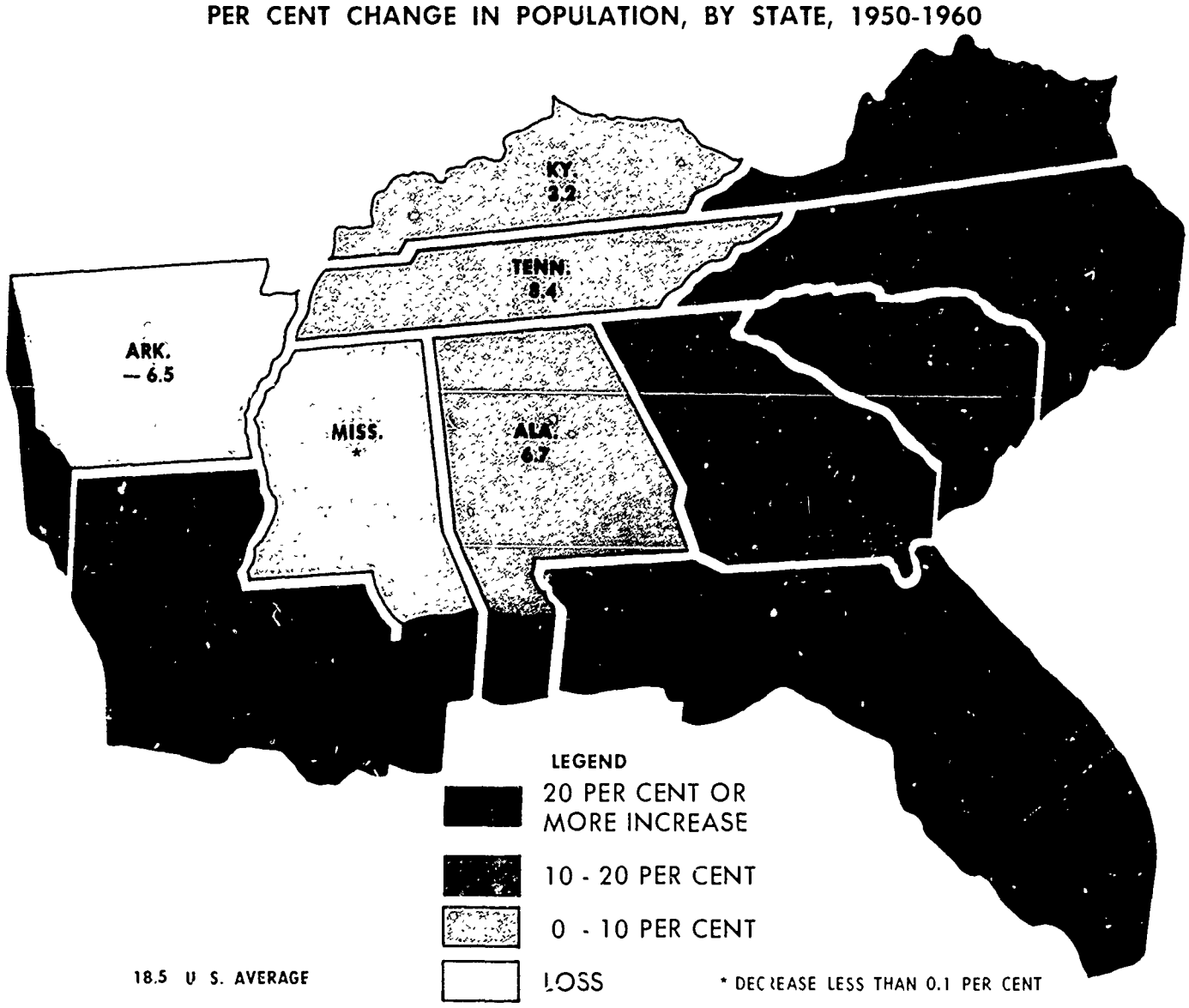
as compared with 16.7 per cent for the nation. (See Table 2, Appendix A.)

The South is no longer regarded as the "Seed Bed of the Nation." The great gap between the birth rate in the South and the non-South is in the process of closing. In the great depression, the difference between the South's fertility and that of the rest of the country reached as high as 15 births per 1,000 population. But in the rise of middle-class fertility during the great "baby boom," the South's rural families continued to decrease their fertility so that the nation and the South converged at a birth rate of approximately 25 per 1,000 in 1959. A higher fertility rate in the South at the present time is mainly because of the high birth rate of the Negro population.

The important news about the South in the period in which it was entering a more complex stage of industrialization was the migration of its people. From 1940 to 1950, the South lost over 2 million population by out-migration, a net loss of almost 5 per cent; from 1950 to 1960 the loss was about 1.4 million or 3.0 per cent. (See Table 2, Appendix A.) Omitting Delaware, Maryland, Virginia, Florida, and Texas—the only states which gained by net migration—the other twelve southern states had a total loss of 3.5 million people to areas outside the region. The record of Florida is so distinctive as practically to mark it off from the remainder of the South. During this decade, Florida gained 1,617,000 population by net migration, a rate of gain which amounted to over 58 per cent of its 1950

**FIGURE 2**

**PER CENT CHANGE IN POPULATION, BY STATE, 1950-1960**




population. Both West Virginia and Arkansas lost over 22 per cent of their population by outward movement.

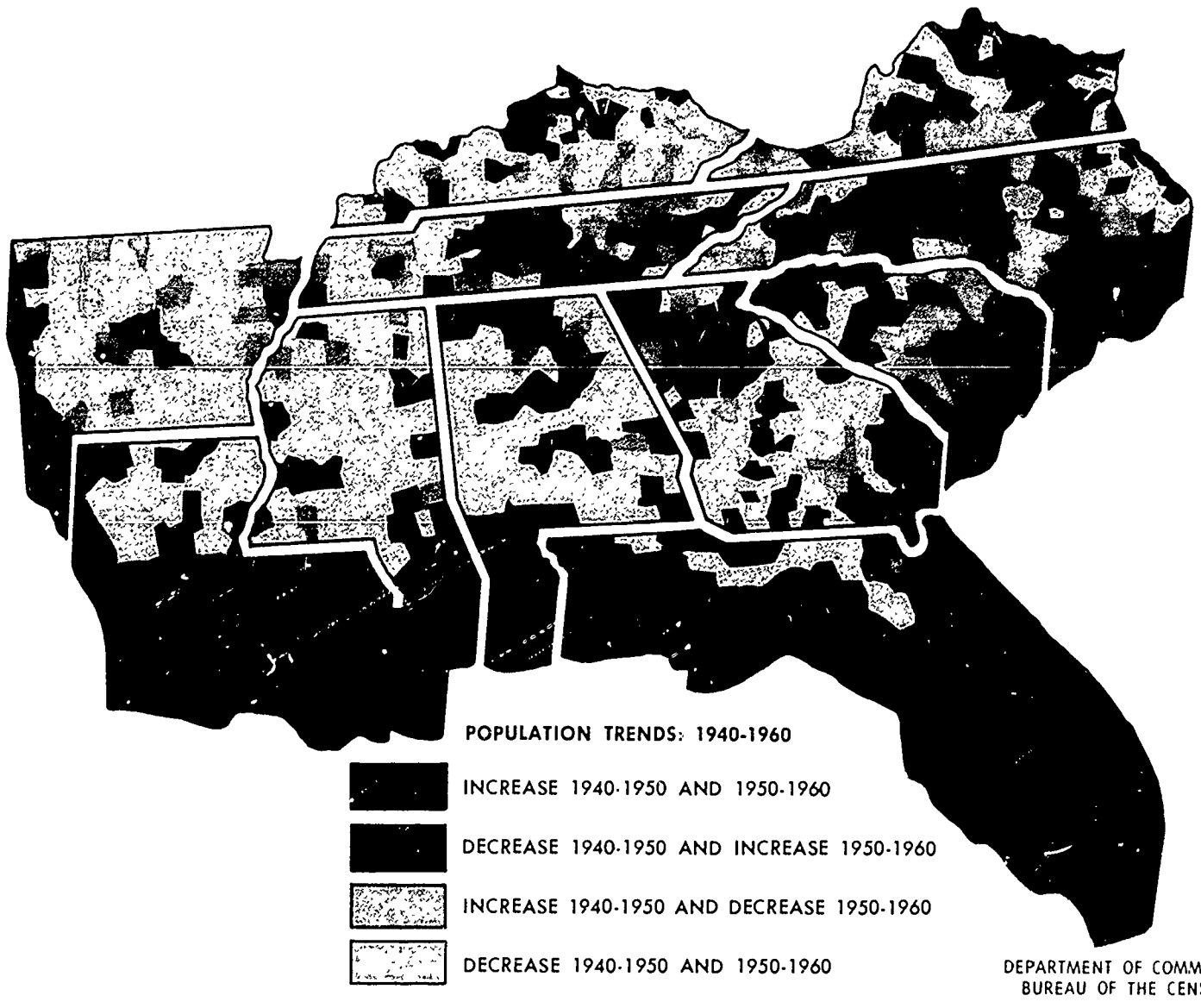
Migration trends within the South, involving a massive move from rural areas to cities, are equally important. This rural exodus has been greatest in back country areas and among the Negro population. Thus, 751 counties—practically all rural—lost population, compared to 621 counties, mostly with urban centers, which gained in the period. Figure 3 shows the large number of counties that lost population in both decades, 1940-1950 and 1950-1960. Among the South's cities of 10,000 to 100,000 population, 379 gained while only 33 lost. Of the South's 78 metropolitan centers (cities of 50,000 or more plus their suburbs), only two lost population.

In many areas throughout the South, abandoned farm dwellings testify to the fact that the rural southerner, in his struggle for livelihood, has had to change his base of operations from the farm to the city. Consolidations and reconsolidations of schools testify to the continuous adjustment that education has had to make to shifting population trends. In all, population movements are bringing the South closer to the nation in its racial and rural-urban composition.

It is estimated that since 1940, over three-fourths of the region's migration losses have been due to the outmovement of Negro population, a trend which dates back to World War I. (See Table

**FIGURE 3**

**POPULATION TRENDS, BY COUNTIES: 1940 TO 1960**




3, Appendix A.) Dr. C. Horace Hamilton (39) has shown how migration has continued over the decades, leading to a loss of 2.4 million whites and 5.4 million nonwhites from 1880 to 1960. (See Table 4, Appendix A.) Negro population growth remains practically static in half the states in the South, while increasing greatly in the rest of the nation. If this trend continues, over half of the Negro population will come to live in the North, West, and the East; and the South may expect to have only about 12 to 15 per cent of its population Negro in the not too distant future. Three southern states lost over 30 per cent of their Negro population by migration in 1950-1960; four more lost over 19 per cent; and five lost over 10 per cent. (See Table 5, Appendix A.)

In 1960, six states had a population of over one million Negroes. The state with the largest Negro population was no longer a southern state, but a northern one—New York. During the decade, New York rose from sixth in rank of Negro population to first. Illinois rose from tenth in rank to sixth; Texas, from fifth to second; Louisiana, from seventh to fifth. During the same period, Georgia and North Carolina dropped from first and second, respectively, to third and fourth, while Mississippi's rank in Negro population dropped from third to eighth, and the number of Negroes in that

state declined over 70,000. Alabama fell from fourth to seventh, while California's Negro population almost doubled during the decade, raising its rank from fifteenth to seventh place.

The Census figures show that the Negro is not only a part of the current migration, but that he follows the prevailing population trends and, with remigration, is becoming more widely dispersed throughout the nation. Thus, as stated above, while the Negro population in the United States increased by 25.4 per cent, in the Southeast it increased by only 7.4 per cent; and in the Southeast without Florida, the increase was only 4.4 per cent. The Negro has become more urban than the white population and has benefited greatly from improvements in health, resulting in the lowering of his death rate. Since there has been an unexpected rise in birth rates, the Negro population is increasing at a faster rate than the white population.

## THE SOUTH'S CHANGING ECONOMY

The struggle of the people to improve their standard of living has been a long one. For most of its history, the South's basic economy was agricultural, limited to the production of a few staple crops—cotton, sugar, tobacco, and rice, supplemented by a subsistence economy based on Indian corn, truck gardens, and pork. In the midst of one of the world's most industrialized nations, the South began with the simple processing of its raw materials of cotton, sugar, lumber, pitch, and tar products. The region has now developed a more diversified manufacturing economy. As industrialization has grown more complex, distribution and services have become important economic endeavors.

The first result of this process of economic development was to reduce the number of workers attempting to gain their livelihood in agriculture. The 5.6 million workers in southern agriculture in 1930 had been reduced by 1960 to 3.4 million by crop controls, by government programs and diversification, and by mechanization and scientific advancement. Mechanized farming and improved practices, first developed in the North and Midwest, are now taking effect in the South. Hybrid corn, good pasture grasses, purebred livestock, and deep freeze storage are accepted developments in southern agriculture. Larger farms, greater yields per acre, fewer persons dependent on farming, a great decrease in tenancy, and a trend toward mixed farming incorporated with livestock production characterize the region. A reduced farm population now finds a better living.

American farmers, including those in the South, are among the most efficient in the world, a fact which has contributed heavily to the decline in agricultural employment. The more food each farm worker produces, the more workers are set free to move to the cities and participate in the industrialization of the region. Accordingly, there has been a "squeeze out" in agriculture; a pull into industry; a drift of workers out of the South; and a movement of industries southward. The net result of this shift can be summed up in the rising trend of per capita income in the South.

Even in the depression, it was evident that the South was going to move forward industrially. During the depression years, 1929-39, the nation's manufacturing work force declined 6.6 per cent; but in the Southeast there was a gain of 6.3 per cent. This amounted to an increase of about 100,000 industrial employees. Most of this, as George Simpson (62) showed, represents the continual movement southward of the textile industry. As a result, by 1939 the Southeast contained 14.3 per cent of the nation's manufacturing workers as compared with 12.5 per cent in 1929. This fact was reflected by relative gains in personal income. In 1929, per capita income in the Southeast was 52 per cent of the national average; by 1940, it had risen to 58 per cent.

The period of World War II brought a surge of growth to the region. From 1939 to 1947, manufacturing employment increased by 588,000 workers, a gain of 43.3 per cent. Salaries and wages increased by 237.5 per cent. These increases were supported by almost an identical rate of increase in the value added to products by manufacturing. The result was another rise in per capita income, which increased in this period from 57 per cent of the national average income per capita to 68 per cent in 1947.

A continuation of the trend toward higher wages, increased capitalization, more industrial units, and a better rounded industrial structure, with greater value added by manufacturing, characterized developments in the post-war South. There was an increase of more than half a million employed in manufacturing from 1947 to 1956 in the Southeast. These workers in 1956 received $8.3 billion in salaries and wages—more than double the amount received in 1947. Their work also added over $17 billion to the value of the product, again more than double the 1947 figure. Discounting changes in dollar value because of inflation, this gain, nevertheless, represents a real breakthrough. The national increase in employment in manufacturing in 1947-1956 was 20.2 per cent; for the Southeast, it was 26.4 per cent. Comparable increases in value added by manufacturing were: 87.7 per cent for the United States and 97.2 per cent for the Southeast. In salaries and wages, the percentage increase was extremely large: 104.2 per cent for the region, 94.2 per cent for the nation.

Possibly the best single measure of economic advance is found in the trend of per capita income. Personal income data developed by the Department of Commerce since 1929 enable us to make regional comparisons (67). Per capita personal income in the Southeast rose from $368 in 1939 to $849 in 1946 to $1,820 in 1963 (68). This means that the region's proportion of the non-South per capita income rose from 46 per cent in 1929, to 69 per cent in 1963—a gain of 23 points in 34 years. Howard G. Schaller (59) used these figures to project a gross national product of $924 billion in 1975. With personal incomes of $693 billion, this would mean about $3,066 national per capita income for the United States. Projecting the region's trend, he arrived at an estimate of $2,422 per capita income in the South, 79 per cent of the national average. At present rates, Schaller estimates it will require half a century for the South to attain equality with the rest of the nation in income per person.

Using techniques developed by Edyn Dunn of Brookings Institute, Schaller was able to divide the economic changes governing income gains into three components: (1) gains resulting from the overall growth of the national economy; (2) increases resulting from changes in the South's industrial mix; (3) and gains due to the effect of regional shifts within industries. Table 6 (Appendix A) shows the change in incomes for southeastern states between 1948 and 1962. The South's industrial mix was unfortunate and this cost the region about $4 billion income. The region's share of industries, however, increased sufficiently to account for a gain of over $7 billion. Thus, income in the South grew by $3 billion more than would be expected from national growth alone. Only Florida and Virginia benefited from improvement in the industrial mix and thus advanced in all three factors. North Carolina benefited most from national growth and was second to Florida in increasing its regional share of new industries.

Each southeastern state, however, was able to increase its proportionate share of the nation's industry. George Simpson (62) pointed out how the industrial mix of the Southeast has been enriched since 1947. Once dominated by a cotton industry in the gray-goods state, the South moved into lumber, furniture, and tobacco processing, with crude pig-iron production in Birmingham. Today, how-

ever, the area has moved further into paper, chemicals, hydroelectric power, electrical machinery, electronics, steel and aluminum production, and oil refining. Of these industries, the largest increases have been in transportation, pulp, paper, chemicals, and machinery. The South's less favored industries —food, textiles, apparel, lumber, furniture, and tobacco—account for only 35 per cent of all manufacturing employment increases in the Southeast between 1947 and 1958, although they made up over two-thirds of the total in 1947. At the other end of the scale, the hard industries, metals, machinery, transportation, and instrument industries—sectors which accounted for only 12 per cent of the region's manufacturing employment in 1947—accounted for about 33 per cent of the new growth. Finally, the federal government, which has pioneered in both the TVA and Atomic Energy in two great installations at Oak Ridge and the Savannah River, has added the Redstone Arsenal in northern Alabama, Cape Kennedy in south Florida, and the New Space Complex around Houston, Texas.

Proof of the enrichment of the southern industrial mix is to be found in the decline of textiles from 29.4 per cent of total manufacturing employment in 1947 to 22.4 per cent in 1958. This has meant a loss of 25,000 workers in textiles. Moreover, the textile industry in the South has reorganized, and the trend is now toward greater diversification with new mixtures, new fabrics, and new products. Since 1929, the excess capacity created in cotton textiles by World War I has been liquidated. The industry lost more than 16,000,000 spindles, while the market, as measured by population, increased more than 50 per cent and income increased much more. Symbolic of the improved textile picture in the region is the passing of the mill village, with its housing sold to the workers, and the rise of a concern like Burlington Mills to a position of national prominence as a leading producer of new fabrics.

North Carolina, Georgia, Tennessee, and Virginia remain the most industrialized states in the Southeast, in that order, as measured by employment in manufacturing. Louisiana has the best industrial mix as measured by value added by manufacturing—some $10,000 per worker. Florida has shown the highest rate of development of any region in the Southeast, with an increase of 101 per cent in manufacturing employment between 1947 and 1957, mostly in the more productive segments of manufacturing.

## THE URBAN SOUTH

The Southeast is the least urban of all our large regions; but from 1950 to 1960, it passed the halfway mark, going from 43.0 to 51.6 per cent urban. In the Far West, 81.5 per cent, and in the Northeast, 78.4 per cent of the people dwell in cities. The nation is now 70 per cent urban.

Urbanization, individual advancement, and economic progress have usually gone together in the history of the West. Urbanization means more than the movement of a population from country to city. It involves mass shifts in the occupations of a people, since a function of migration is to place workers in a position to climb that occupational ladder which leads from agriculture to industry, services, and distribution. Occupational mobility carries with it the reward of increased income. Since these payments are made by the total economy as a going concern, it is not surprising to find that the conditions of individual advancement are also those of economic progress. The South, now in its economic breakthrough, is moving into the full tide of this movement.

The South is moving rapidly toward an industrial and commercial economy which is organized around cities and metropolitan areas. This change in economic and social organization is requiring the South's population to redistribute itself in new patterns and to acquire new skills and take

on new characteristics. A recent study by Donald Bogue (7) found that, at the current rate, metropolitan development was proceeding at a faster pace in the South than the rate at which the industrial North developed its metropolitan centers.

What makes a city a metropolis in today's economy? The answer is found in a city's ability to organize and integrate a hinterland so as to lead its production and trade into national and world channels. This ability is characterized by the performance of four functions: (1) the organization of retail and wholesale markets, especially wholesale distribution; (2) the development of industry; (3) the organization of converging transportation and communication facilities; and (4) the maturation of local financial resources and organization.

Several methods have been utilized to rank the nation's cities in order of magnitude of the four functions mentioned above. They show Atlanta for the Southeast and Dallas for the Southwest as second order metropolises—second only to national centers like New York and Chicago. (See Table 7, Appendix A.) Houston, New Orleans, Memphis, Louisville, and Birmingham appear as third order metropolises; while a long list of subdominants is found, including Richmond, Fort Worth, Oklahoma City, Miami, Charlotte, Jacksonville, Tulsa, Nashville. Little Rock, San Antonio, Norfolk-Portsmouth, and El Paso. Important in determining these rankings are banking and fiscal importance, and position as the homes of branch offices for major national corporations.

Gateway cities to the South have played an important part in the region's development. In the South, lines of trade and control are mediated to New York by way of gateway cities like Baltimore, Louisville, and Cincinnati; in the Southwest, via Saint Louis and Kansas City to Chicago and New York. Overnight sleeper jumps and airlines for the transport of key personnel show the importance of these lines of communication. well illustrated by the fact that while the Charlotte metropolitan area is in the center of physical production in cotton textiles, the base for planning, designing, brokerage, sales, and finance is Worth Street, New York. It is evident that southern metropolises, no matter how rapidly they are now growing, will not replace the giants of the New York-Chicago axis. In all specialized functions they are subdominant to these supermetropolises, as. in fact, is the whole nation.

While the urban South is characterized by small cities, the region is generating cities large enough to carry on metropolitan functions. By 1950 the thirteen southern states contained twenty-nine cities of 100,000 or more inhabitants. Of the nation's 33 metropolitan areas of 500,000 population or more, as defined in 1950, the South had seven, none reaching to a million population. By 1960 these seven cities had grown to the following sizes: Houston, 1,243,758; New Orleans 907,123; Dallas, 1,083,360; Louisville, 725,139; Birmingham, 634-864; Atlanta, 1,017,188; and San Antonio, 716,-188. The first city in the whole South to reach a million population was the "Great Giant of the Gulf," Houston, Texas. If Dallas-Fort Worth, some thirty miles apart, could be counted as one concentration, this Texas giant would be the South's largest, reaching over 1,600,000 population. The high rate of metropolitan growth from 1950 to 1960 gave the South six new centers in the half-million category: Miami, 935,047; Memphis, 674,583; Norfolk-Portsmouth, 578,507; Fort Worth, 573,-215; Tampa-St. Petersburg, 772,453; and Oklahoma City, 517,833. Thus, the region had 13 out of the nation's 54 metropolitan areas of a half-million and over in 1960. (See Table 7, Appendix A.)

The new industries in the South employ less unskilled labor and require more capital and more technical knowledge than those industries that formerly dominated the region. Accordingly, in both agriculture and industry, the battle for efficient production is now being waged in the fields of engi-

neering, technical services, management, distribution, and finance. This means, in short, that more southern workers have moved from blue-collar to white-collar occupations and have been forced to acquire better skills and become better educated. To hold these gains, a fast pace must be maintained; to make more gains, the process must be stepped up. Thus, while the proportion of workers in manufacturing remains fairly constant, around 20 per cent, those employed in the third level of the economy, in such auxiliary forces as trade, distribution, technical, professional and other services, increased from 38 per cent to well over 50 per cent of the total work force between 1930 and 1960. Along with increased services came the greater employment of women, who now comprise some 30 per cent or more of the South's labor force. Negroes forced out of agriculture have benefited least from this shift, and many have had to find their best employment opportunities outside the region. Nevertheless, the shift of the Negro to southern cities closely follows that of the white working force. In the main, it is clear that the Negro males have not improved their position in the labor market. White women have made the greatest proportionate gains. The number of Negro males in the labor force decreased by 13.3 per cent while that of Negro females increased by 15.4 and white females by 110 per cent from 1940 to 1960. (See Tables 8 and 9, Appendix A.)

The major effect of industrialization, therefore, is found in the great shift in the distribution of labor. At no point, however, has any highly industrialized nation anything like the majority of the labor force employed in straight manufacturing. The tremendous increases in output per worker in the factory system feed economic growth, produce material comforts and luxuries, and release workers from primary employment to occupations in the third level of the economy. More people are shunted into research, planning, management, clerical, and technical services. The changes in occupational groups from 1940 to 1960 show what this means to the South. Losses in this period among farmers and farm laborers ran from 30 to 75 per cent of the 1940 employment, depending on race and sex. Gains were found in the great increases in professional and technical workers, managing officials, clerical and sales people, and craftsmen—for whom employment gains ranged from 37 to 160 per cent. The South, then, is moving toward an economy in which education, professionalization, technical services, and skills are of the essence. This represents the *raison d'être* of the "permanent revolution"—a drastic change which demands the maintenance of a complex culture with highly developed technical and institutional resources.

Here, then, are the reasons behind the recent growth of our cities. Those who read history with attention will remember that the industrial revolution as it took place in England was a painful process. As the Russian and Chinese versions of the permanent revolution have been engineered, they have repeated this painful process with only the overtones that dictatorships can add. Peasants were forced off the land, agriculture was squeezed, famine was used as a weapon while industry was being developed, so that a wholesale transfer of the nation's working force could be made to the industrial sector. The South is accomplishing this same process, not by force, but by the use of economic incentives. While the shift does not involve coercion, it can be said that strain, nevertheless, exists in the economic necessities which push people from the land into the factories and on into the service industries.

The first prototype of industrial discipline and the strains it creates is found in the modern factory. In scientific management, time and motion studies have developed as methods of measurement so that the optimum possibility of each worker can be calculated like any material means of production. As a result, the discipline of the plant and the mechani-

zation of the work are made congruent. In its extreme range in mass production, natural individual rhythms are subordinated to the pace set by the conveyor belts. The punching of time clocks, the docking of workers for absenteeism, and large scale layoffs have all come to constitute the new discipline whereby rural workers have been made over into factory operatives. To the workers, this is the "stretchout" and it has been responsible for as much unrest as any one fact in industry. The initial phases of the discipline attending southern industrialization had to do with the manual labor force. The second and third stages go over into the higher demands of the academic discipline in the training and education of the new working force to enter clerical, technical, professional, and allied services. How far automation will carry this trend no one knows. Accordingly, the test of the South's ability to make its full commitment to the permanent revolution will be found in the higher rankings and more complex functions of its educational services and institutions. As manual labor is mechanized, more people are due to make large scale shifts from agriculture and machine-tending to clerical and semiprofessional services. Most of these people will go to live in our cities. To succeed where they are going, they must go further in our schools than did their fathers.

The educational status of an earlier generation can be presented in the nationwide data on rejection rates for mental deficiency and illiteracy per 1,000 registrants for Selective Service, November 1940-December 1944. These figures have been accepted largely as a measure of educational deprivation. It will be noted that with registrants ranging from 18 to 45 years of age, the 45 year old in 1940 would have been of school age during the period from 1900 to 1910; and the 18 year old registrant in 1944 would have been of school age from 1932 to 1942. Thus, the draft group represents an entire generation within itself, and includes the present population age groups of 40-70.

Ginsburg and Bray (35) found that the white rejection rates for this earlier generation were over five times as great in the Southeast and Southwest as in the Far West: 52 and 54 per 1,000 as compared to 9 per 1,000. A preponderance of the high rejection rate was in the Appalachians and in the Cajun country of Louisiana. Regular rejection rates, the highest for whites in the country, were as follows in the Southeast: Louisiana, 55 per 1,000; Virginia and Arkansas, 59; North Carolina, 62; and Kentucky and Tennessee, 64. These were equalled outside the Southeast only by New Mexico, Arizona, and Texas with 50, 53, and 63 per 1,000, respectively. A high concentration of rejection rates appeared in Indian and Spanish-American populations also. Regional rates of rejection for Negro populations ran over 200 per 1,000 for seven Southeastern states: Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. These rates were over four times those found for Negroes in the states of New York, Pennsylvania, Indiana, Iowa, Ohio, and the states of the Far West and Northwest, where rates were 36 to 52 per 1,000.

## EDUCATIONAL PROGRESS

We know that along with technical advances have gone sustained advances in the educational level of the South in recent years. These factors have been mutually supporting, and progress by either has speeded the other. Improved support, increased enrollments, rural school consolidation, and state equalization funds have led the attempt to bring the South closer to the reality of a high school education for all able to benefit therefrom. Public education has made especially memorable advances during the post-war period. The number of pupils in average daily attendance increased by well over a million; yet the Southeast managed simultaneously to make substantial gains in financial support. Between 1949-50 and 1963-64, for instance, current expenditure per pupil in average dai-

ly attendance increased from $134 to $319 in the Southeast, a gain of 138 per cent as compared to a national growth rate of 121 per cent.

The effect of the general rise in the level of education is seen in the changing social characteristics of the people. The number of persons with no schooling has been greatly reduced, so that they now number only about 3 per cent of the general population and are confined in the main to the older generation. A full elementary school education is now the accepted standard and represents the average for the population over 25. Numbers with some high school and college education have increased from 40 to 50 per cent, so that now about 34 per cent have obtained a high school education and 15 per cent of the population over 25 have attended college. While the Negro still has about one-third the proportion of college and high school graduates, this difference decreases as the older generation, with its limited opportunities, is replaced by the younger. The Negro is continuing to decrease the gap by climbing the educational ladder at an increasing rate.

In emphasizing the South's potential in the further development of its human resources, we point directly to education and the institutional resources necessary for such development. The region began its advance with a campaign for universal education; it is now in the process of shifting to an emphasis on excellence in education. To some this may mean raising educational standards to new heights, forcing the least qualified entirely out of the educational process. The lack of realism in this view should be pointed out.

The design by which the members of the oncoming generation find their position in life can be compared to climbing an occupational pyramid. Rewards go to those who climb to the highest positions on the pyramid and are able to retain their positions. Here, the task of the school is evident; it motivates students to scale these heights and helps them acquire the skills needed for achievement. To complicate the matter, the pyramid of occupations is changing before our very eyes, narrowing at the base and broadening at the top. There is less room at the base for the unskilled, while the room at the top has increased for those with talent and ability sharpened by technical and professional training.

This leads us to point out that the region is engaged in developing new institutional resources for improving the quality of its personnel. Thus, beyond the high school, vocational education takes a new turn with the development of special institutes to fill the region's great need for technicians. Special summer schools for gifted children are now held in several southern states. Talented children set their own pace, and come to realize what talents they have. In similar fashion, learning institutes are now developing for the culturally deprived. New techniques are tried out and evaluation is made of new ways of learning. Kindergartens are being established, aimed at improving the early cultural experience of children whose home backgrounds offer them no motivation or help on the road to learning. Finally, the community college movement, designed to get more students into the college experience, will bring junior colleges to local communities. It is well known that more students will attend college if they can live at home. Education can be provided at more reasonable costs at these nonresidential colleges. Whether or not these students can go on to universities will depend upon the extent to which they can take advantage of two more years of education.

The cornerstone of the system remains the university. Certain state and private universities furnish strong professional, graduate, and undergraduate training, so that the South is better able to man and direct its new developments. Nevertheless, it is entirely fair to say that the South is attempting to participate in the permanent revolution without possessing universities of the highest rank. A recent

study of graduate educatien for the Carnegie Corporation judged that no southern university was to be found in either the top twelve of the nation or in a second group of ten. Only six of the South's universities—Duke, North Carolina, Texas, Tulane, Vanderbilt, and Virginia—have as yet achieved membership in the Association of American Universities. Beyond the level of graduate training, a new pattern in American intellectual life has been the emergence of centers for advanced study, such as the Institute for Advanced Study at Princeton and the Center for the Study of the Behaviorial Sciences at Stanford University. There is no comparable institution in the South and none in sight.

As much as the South needs and desires economic advancement, its leaders have not limited their goals to the material. Along with education, the region has also developed cultural aspirations. Once called "The Sahara of the Bozart," the South has developed a literature of worldwide importance, well represented by the achievements of Ellen Glasgow, Thomas Wolfe, William Faulkner, Tennessee Williams, Allan Tate, Robert Penn Warren, and James Agee. Warren is the only person who has won the Pulitzer Prize in both fiction and poetry. It has become something of a witticism to say that it is a sad day in the region when a southerner doesn't win a Pulitzer Prize in the novel or in journalism.

No comparable renaissance in music, painting, and sculpture has developed; but the growth of libraries, museums, symphony orchestras, and little theatres among the new cities of the South has in its way been quite remarkable. In some states, lacking wealthy patrons, the legislature has become a patron of the arts. For example, North Carolina supports three outdoor symphonic dramas during the tourist season, a state art gallery, an institute for training in the performing arts, and a symphony orchestra which travels all over the state bringing concerts to the citizens and school children alike. Culture for the people is a worthy goal to be added to the educational process. For all its disabilities, it seems safe to say that the South is not being "dragged screaming into the twentieth century."

It can be established that high school opportunities now exist almost everywhere throughout the South. The long sixty-year struggle to make this quantity of education available to all youth has succeeded. However, there is a vast range in the nature of these opportunities, so much so that "high school graduation" has no standard meanings. The quality or adequacy of educational opportunities is obviously too dependent upon *where* the youth live and *which* school they attend. Part II of this study shows why.

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# *Part 2*

## PERSONNEL AND PROGRAMS IN SOUTHERN HIGH SCHOOLS— HIGHLIGHTS OF THE STUDY

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CHAPTER 3



# Plan of the Study

CIVIC, BUSINESS, and political leaders have a legitimate concern for the support and nourishment which public education gives to the economy upon which the schools subsist. Indeed, a healthy and vigorous society fosters an interaction between education and the economy through which each reinforces the other to their mutual advantage. The portrayal of an advancing South detailed in Chapter 2 reinforces an inquiry into the state of affairs in southern secondary schools.

The Center for Southern Education Studies has had a continuing interest in the effectiveness of high schools in the region. Its earlier investigations were influenced somewhat by the need to alert the South three or four years in advance of the first post-war bumper crop of graduates entering the 1965 labor force, and the potential threat to public education posed by the creation of private schools to avoid desegregation. These studies were published under the titles, *Southern High Schools and Jobless Youth, Jobs and Training for Southern Youth,* and *Tax Support for Private Schools.*

The limitation of looking at only one aspect of school programs is evident, yet broad evaluations and probes in depth in secondary education are quite complex. Special studies have been made within the states on subjects such as dropouts, number of graduates going to college, and success in college. A few states have taken recent comprehensive looks at their total state educational programs. However, no coordinated effort was underway, or being planned, to investigate high school programs in the southern region as an integral area despite the interrelationships among the states which warrant such an effort. Thus the present study came into being.

## STUDY PROCEDURES

The Center arbitrarily defined the geographical area to be studied as including the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. For the purposes of the investigation, the high school was defined as any public school having a twelfth grade and containing any combination of grades 7 through 12. These eleven states operated a total of 4,776 such schools in the 1962-63 school year, and had on file a detailed accreditation report on each school.

The characteristics of a school consist of many features, some of which are intangible and not quantifiable. These latter traits can be detected only by visitation and direct observation which the Center staff obviously could not undertake for such numbers. The basis for evaluation has been limited largely, therefore, to objective and quantified data on record in the state departments of education. This limitation made it possible to include *all* eligible schools. a coverage which could be undertaken with data processing facilities, without resorting to a sampling procedure.

The ***first step*** of the Center staff was to list in detail the numerical statistical information about a school which might give clues to program adequacy and which might be found in public records. This listing included the following:

- Data on size of high schools, grouped by various organizational patterns
- Information on instructional personnel—personal characteristics, professional qualifications, and working conditions
- Financial data
- Information on school programs—course offerings, etc.

The ***second step*** was to review the research evidence that these types of information were related to or indicative of program adequacy. On the basis of published research findings criteria were established by which elements of quality might be inferred from the statistical facts.

***Step three*** was to determine the availability of the quantifiable data found to be related to program effectiveness. The Center staff examined all printed sources of information from the eleven state departments of education. These sources were supplemented by an examination of all report forms used by the various departments to collect information from individual high schools. The record forms of the Southern Association of Colleges and Schools were reviewed as a possible source of additional information. The analysis of these sources convinced the Center staff that sufficient data were available in the state departments of education to make the study feasible.

***Step four*** involved the collection of the data from state departments of education. In seven of the eleven states, the desired information had already been recorded either wholly or partly in machine punch cards. Duplicate decks of these punch cards were reproduced for use by the Center staff. In the other four states, data were tabulated directly from the original records onto forms designed by the Center for efficient keypunching into cards. After the processing of these cards, the information was summarized mechanically and electronically, and recorded in tabular form. Gaps in the data are few, but those which do appear are due to the variations in the reporting systems in the several state departments of education.

The ***fifth step*** involved the grouping and summarization of the mass of information by states and for the southern region. In this process it early became evident that sizes of schools and patterns of grade grouping were almost uniformly related to other variables in program adequacy. Hence, the data were organized by states for high schools grouped by total enrollment categories within four patterns of grade groupings. These groupings made it possible to relate school size to each of several educational factors within a particular pattern of grade grouping.

The validity of comparisons of the selected factors between schools in different organizational patterns is severely limited and variations must be evaluated with caution. For example, a six-year high school enrolling 500 pupils is not always comparable to a three-year high school of similar size. On some elements of adequacy uniform criteria may be applied to both of these types of schools: food

services, which are related to meals served rather than grade levels, space utilization, which is largely a function of class sections rather than grade level; etc. On the other hand, twelfth grade course offerings are not expanded by increasing the size of seventh or eighth grades, and direct comparisons must recognize this limitation. Nevertheless, differences in programs do exist between organizational patterns and are pointed out in this report.

The ***sixth step*** prior to preparation of this report involved the analysis of the data, the interpretation of information on the basis of the established criteria, evaluative judgments of the findings, and an attempt to make practical applications of the conclusions to actual conditions in southern high schools.

The analysis of the vast quantity of statistical data for the 1962-63 school year is far from complete. The Center staff hopes to publish a series of collateral studies which have been and will be made as time and funds permit, including the relationships between: personal attributes and opinions of southern school board members and educational opportunities; the teaching personnel and school sizes and types; size of high schools and per capita costs for instruction; curricular offerings by grade level and size of school; bi-racial educational opportunities by type and size of school; and others.

Two school years have elapsed since the year which yielded the statistical data used in this study. General trends probably have continued, and here and there abnormal fluctuations will have occurred in certain specific schools. Still, there is every reason to believe that the basic data in this study are applicable to 1965 and will be for some years. The slowness with which programs change prolongs the useful life of the raw data, the conclusions, and the value of the study.

## CRITERIA FOR GOOD SCHOOLS

A judgment of quality or adequacy requires a set of values or criteria by which relative position may be assigned. The "goodness" of a school depends upon what the school is expected to do and the measures used to assess its accomplishments. As long as differences are held regarding the purposes of education and different scales of value are used to judge the outcomes, there will be no uniformity in estimates of quality. Nevertheless, the American people are very much concerned with the adequacy of their schools, even though their concerns may be based as much upon beliefs and faith as upon value judgments, and such criteria as are used may bear little relationship to quality.

Quality in education does exist. Some teachers are better than others; some programs are better than others; some learning environments are better than others; hence, some schools are better than others. Many of the elements of quality can be observed but cannot be quantified in numbers or measured by any known yardstick. They are no less real for not being measurable, just as are the beauty of a sunset or a symphony, the character traits of integrity or courage, and the sensations of hunger or fatigue. Fortunately, some symptoms and evidences can be established and subjected to measurement.

Thousands of experimental studies in education have been conducted during the twentieth century. Educational research has not yet been able to measure the performance characteristics of an excellent teacher, because superior teachers may possess different personal traits, use different techniques, and be equally proficient. Research has established a relationship, however, between certain measures of teacher qualifications and the intangibles of teaching proficiency, and between certain statistical data about schools and their elements of adequacy.

These known relationships are useful in the aggregate and in dealing with a number of cases. They are no less valued when an occasional exception is noted. For example, while gifted teachers

have been known who possessed only a modicum of higher education, it is certain that teaching skill is related to the educational attainment of the teacher. No informed person would argue that teachers need not be college graduates because Miss A was a superior teacher and she had only two years of college. Some teacher qualifications are quantifiable.

The Center has collected the facts about southern high schools—statistical facts of which value judgments are made. The criteria of quality have been drawn from the findings of educational research and authoritative principles published in the professional literature. While the list is not complete, the principal criteria which are pertinent to this report are presented to establish the validity of the conclusions and judgments.

**I. High school teachers should hold at least a master's degree, with adequate professional training and a major in the teaching field.**

The research base shows the amount of college preparation which a teacher receives to be a reliable indicator of teacher effectiveness. Dalton (23) showed that college preparation affects the extent to which teachers are rated as effective teachers. Ferralasco (32) found a significant relationship between college preparation and the extent to which teachers use relatively more desirable teaching practices. Scates (58) established a positive relationship between teacher training and competence as measured by the *Minnesota Teacher Attitude Test*. Brown (12) concluded that teachers holding a "graduate" teaching certificate are more likely to be judged "most effective" by administrators, fellow teachers, and graduating seniors.

Much research has been conducted on the relationship of school size and selected factors of quality education. School size and its relationship to certain teacher characteristics have been explored to some extent. Patterson (54) found a high positive correlation between the size of a high school and selected characteristics of instructional personnel, including training, certification, and experience. Patterson's findings are supported by work done by Gray (36), Smith (63), Kowitz and Sayres (47), DeGood (26), Crocker (21), and Hall (38).

**II. High school faculties should be composed of a large core of experienced teachers and should be balanced between experienced and inexperienced teachers.**

Generally speaking, teachers with several years of teaching experience achieve better teaching results than those in their first or second year of teaching. The beginning teacher is nowhere near professional stature and usually knows it. Bond (9), Brainerd (10), Bremer (11), Dalton (23), Devane (27), and Thomas (64) indicate that one of the four most important factors associated with school outcomes is the experience of the teachers.

**III. No high school teacher should be assigned to teach a subject for which he does not hold endorsement on his teaching certificate.**

Authorities agree that a teacher is more efficient when he is assigned to teach subject areas in which he has been trained. Regional accrediting agencies require accredited schools to assign teachers to subject areas in which they have been prepared. Cross (22) discovered that beginning teachers have fewer training difficulties and use more effective teaching practices when assigned to teach in their field of major college preparation. Iwamoto (44) found that the percentage of teachers who taught one or more subjects for which they were not certified decreased as school size increased.

**IV. A proper balance between men and women teachers should be maintained in the high school grades. Based on the ratio of boys to girls in the southern high school**

**population, approximately 50 per cent of the teachers theoretically should be men.**

While highly inconclusive, research shows some relationship between the sex of the teacher and selected characteristics of their work. Ryans (56) rated women high school teachers higher on measures of friendliness, responsibility, ability to stimulate desirable classroom behavior, favorable attitude toward pupils, democratic classroom practices, permissive educational viewpoints, and verbal understanding. Men teachers scored significantly higher on emotional stability. Ferralasco (32) concluded that women teachers use relatively more effective teaching practices than men. In contrast, Van Devander (69) found men teachers in Missouri to be better qualified than women teachers.

**V. The salary schedule for teachers and other instructional staff in any southern high school should be competitive with comparable high schools within the nation.**

Most authorities agree that salaries determine, to a degree, the type of teachers a school will be able to employ. This has been particularly true where salaries are high enough to be competitive with those of other jobs or professions. However, it assumes a commitment to use salary policy as a means of upgrading staff quality.

*Project Talent* (33) data reveal that salary of teachers is one of the factors which are uniquely associated with school outcomes. Thomas (64) corroborated the *Project Talent* results with his findings in an Oregon study. He found that the mean starting salaries of teachers is a highly significant predictor of the achievement test scores earned by teachers on subtests in English, reading comprehension, mathematics, and abstract reasoning.

**VI. High school class size should average not more than 25 pupils within a size-range of from 20 to 30 pupils.**

Since 1903, more than 250 writings have dealt with the question of class size. Conclusions as to the effect of class size on pupil achievement were presented by Irwin (43) in his review of 205 books, monographs, and articles appearing between 1900 and 1932; by Barbour (2) in his survey of 50 experiments; and by Blake (5) in his analysis of research on class size. The basic conclusion of these summaries of investigations is that little relationship exists between class size and pupil achievement as represented by test results alone.

Most of the more recent investigations of class size are status reports or surveys of opinion. Although research has produced no specific answer to the question of desirable class size, statements of opinion generally agree that thirty-five pupils per class should be the maximum, and that twenty-five pupils per class is more nearly optimum. According to Bissex (4), a class of twenty-five is near the maximum size within which any consistent individual attention is possible.

In 1945 a nationwide sample of 500 superintendents was questioned concerning their belief as to the optimum size of secondary school classes. Of the 36 per cent who responded, the greatest number believed that the optimum size range was from 20 to 30 pupils, and that 25 was the most nearly ideal size for academic classes (70).

In 1949 the United States Office of Education (65) published a report of the opinions of high school teachers concerning certain aspects of class size. Included in the study were teachers of English, social studies, and ninth- and tenth-grade mathematics, selected from a sample of teachers from high schools with enrollments greater than 500. Results of the study indicated general agreement that (a) a small class consisted of 16-18 pupils; (b) a large class consisted of 35 or more pupils; (c) a class of 11-13 was too small for efficient instruction; (d) a class of 30-35 was too large for efficient instruction; and (e) the ideal class size was 25 pupils.

During the past two decades, the Institute of Administrative Research, Teachers College, Columbia University (48), has conducted extensive studies of questions revolving around variations in pupil-teacher ratio and class size. General conclusions of the studies show that small classes have special value because: (a) More educational creativity exists when classes are small, and new procedures are more readily adopted in small classes; (b) individual attention is more easily provided for in small classes; and (c) small classes tend to have more variety in instructional methods than do large classes. It does not follow, however, that if some reduction in class size results in some increase in teaching efficiency, large reductions will result in large increases in effectiveness. Moreover, a few specific courses are dependent upon larger numbers for the most efficient instruction.

**VII. A teaching load of 150 pupils daily or 750 pupil periods per week should be the maximum load assigned to high school teachers. This assumes a teaching day of five periods with a maximum of 30 pupils per class.**

The various regional accrediting associations have issued policy statements regarding teaching load. These usually specify a maximum class size, a maximum pupil-teacher ratio, and a maximum number of pupils taught daily—normally expressed as pupil periods per week. The following quotation from *Principles and Standards* of the Southern Association of Colleges and Schools is a typical statement of these requirements:

> The school will recognize in comparing teaching loads . . . such factors as the number of classes taught, the number of preparations required. class size, total number of pupils taught daily, library and study hall duties, and the supervision of student activities. In no instance shall the teaching load . . . exceed that specified by the official state accredited authority. A pupil-teacher ratio [of] 25:1 is recognized as a currently acceptable maximum. Seven hundred fifty (750) is the currently acceptable maximum pupil periods per week (17).

Most states, as well as the various regional accrediting associations, have a standard which regulates teaching load. In terms of periods taught daily, the maximum load permitted varies from five to seven periods of teaching, plus responsibility for study hall or other assigned activities. Most states set the *desirable* maximum at one period less than the maximum allowed.

Research findings are not in complete agreement that teaching load is heavier in small high schools than in large high schools. A survey of 11,871 California high school teachers (61) revealed that classes in large high schools tend to average approximately eight more pupils per class than in small schools. The same survey disclosed, however, that only one-third of the teachers in small high schools had a daily preparation period, whereas the comparable proportion for teachers in large high schools was two-thirds. The findings of Saupe and Douglass (57) revealed that teachers in small high schools averaged eleven more preparations per week and teach an average of 4.2 more class periods per week than their counterparts in large high schools. Results of surveys in Minnesota (55) and in Montana (29) indicated that teachers in the small schools have heavier teaching loads than teachers in large schools.

**VIII. A "standard" high school should contain a minimum of 100 pupils enrolled in Grade 12. The optimum size should be from 800 to 1,200 students, with a minimum-maximum range of from 500 to 1,500 students.**

The effect of high school size on the quality of the education program has received considerable attention in educational literature. This literature can be categorized into that relating to the minimum

size of high schools, the optimum size, the maximum size, school size and per pupil costs, and the effect of school size on selected educational factors.

### *Minimum Size*

Dawson's standards (24) for the minimum size of high school attendance centers have become the ones most commonly accepted by leading educators. His recommended minimums, based upon instructional staff utilization and pupil-teacher ratios, are as follows: A six-year high school with from 210 to 300 pupils, or a three-year junior high school with from 245 to 350 pupils, and a three-year senior high school with from 210 to 300 pupils. In addition, he specified 10 as the desirable minimum numbers of teachers for a high school center and 7 as the absolute minimum. Carpenter's (15) recommended minimum number of pupils for junior and senior high schools, either separated or combined, was 250. Dawson and Reeves (25) and the Committee for the White House Conference on Education (18) suggested separate junior and senior high schools, each with a minimum of 300 pupils and 12 teachers, and determined the desirable minimum number of pupils per grade as 75. A survey of 45 "leading authorities" made by Wood (71) revealed that the median recommendation for the minimum size of junior high schools was 300 pupils and for senior and six-year high schools was 350 pupils. Conant's recommendation (19), based upon course offerings required of a comprehensive high school, was a minimum of 100 pupils in a high school graduating class. Conant's study of secondary education, published in 1959, has influenced the thinking of many experts who have since tended to increase the minimum size of an acceptable high school.

### *Optimum Size*

Research reveals that the optimum size for the secondary school, as recommended by authorities, ranges from 500 up to 1,000. The Committee for the White House Conference on Education (18) reported that gains in economy and efficiency could be expected when schools—whether senior, junior, or junior-senior high schools—enrolled up to 700 pupils but that no advantages could be seen when enrollments exceeded 1,000. Dawson (24) on the other hand, saw no advantage to be gained when the attendance unit enrolled more than 600 pupils. The median recommended by the 45 "leading authorities" surveyed by Wood (71) was an enrollment of 700 for a junior high school, 950 for a three-year high school, and 775 for a six-year high school. Oliver's jury of experts (53), composed of 37 writers and 72 high school principals, favored an enrollment of from 500 to 750 for the senior high school and an enrollment of from 400 to 500 for the junior high school. Menniozi (50) solicited opinions about optimum high school size from prominent authorities in schoolhouse planning and construction and in school administration. The specialists in schoolhouse planning favored schools large enough to accommodate from 750 to 1,400, but the administrators felt that as enrollment goes beyond 800 pupils little or no value can be gained and certain disadvantages set in.

Oliver's experts listed the main advantages of both small and large schools. The chief disadvantages of small schools were given as: inadequate library; lack of equipment; high teacher turnover; low salaries, inadequate health services; inexperienced teachers; inadequate supervision; restricted extracurricular program; inexperienced administrators; community pressures for status quo; little chance for educational research; and too few teachers. The chief disadvantages of large schools were listed as: impersonal relationships between pupils and teachers; less personal relationship among pupils; difficulty of pupils to acquire a feeling of belonging; too great distance between home and school; and fewer opportunities to participate in extracurricular activi-

ties. Similar disadvantages found in larger schools were given by Mennozi's administrators. These were: less opportunity for pupils and teachers to know each other as individuals; transportation problems; and fewer opportunities for students to participate in a variety of extracurricular activities.

### *Maximum Size*

Research shows that the literature pertaining to the maximum acceptable size for a high school contains nothing more definite than the survey made by Wood (71). His median recommendations were: 1,000 pupils in a three-year junior high school, 1,525 pupils in a three-year senior high school, and 1,150 pupils in a six-year high school. According to a report made by Hoover (42), graduates of large high schools think that schools should not be too large.

**IX. Quality in education is related to high expenditure levels when spending is efficient. Efficiency, however, is reflected by lower per-pupil costs for a uniform or standard educational program.**

Many studies found in the literature reported that large schools are more efficiently operated than small ones. The research of the National Conference of Professors of Educational Administration (52) showed that the smaller the school, the higher the cost per pupil. Excessive costs were found in schools with fewer than 10 teachers, and the cost per pupil in schools with fewer than 100 pupils was found to be about twice that of schools with more than 200 pupils. Some degree of inflated cost per pupil continued until an enrollment of about 500 pupils was reached.

Butterworth and Dawson (14) and McLure (49), in separate studies, found that when schools were compared on the basis of similar programs, the smaller the school the higher the per capita cost. Both studies reported that the per capita cost decreased rapidly up to 200 pupils. Butterworth and Dawson showed a continued but less rapid decrease up to 500 pupils, while McLure's study showed that the cost per pupil decreased less rapidly up to nearly 700 pupils. McLure's study showed, in addition, that the per pupil cost of a given program remained fairly stationary in a school size ranging from 700 to 3,000 pupils, but tended to increase if the size went above 3,000 pupils.

In his analysis of the relationship between high school size, per pupil expenditure for instructional staff salaries, and selected educational factors, Morris (51) found a high positive correlation between the size of the high school and efficient expenditure for staff salaries. This correlation was shown by the changes in (1) the qualifications of teachers, (2) teacher assignments in major college fields, (3) average number of courses offered, and (4) the average number of subject areas offered as high school enrollment increased and per pupil expenditures for staff salaries were held constant. Clark (16) concludes that about one-third of the factors affecting quality are related to expenditure levels.

**X. A four-year high school should offer a minimum of 3.2 times as many Carnegie units as are required for graduation. The minimum for a three-year senior high school should be a ratio of 2.4:1.**

Jackson's (45) research definitely substantiates a relationship between high school size and program scope, with the scope of the program defined in terms of the subject areas offered.

The following statement from *Project Talent* is representative of research opinion:

> It would seem that larger school size is a proper and important objective in order to provide a greater variety and depth of course offerings and to make available special services such as grouping, acceleration, guidance, etc. . . . Size of school is very important

insofar as it controls course offerings and services (33).

Woodham (72) studied the relationship between school size and breadth of educational opportunity in 290 Florida high schools. The study revealed a positive correlation between the size of school and breadth of educational opportunity. Grieder and Romine (37) found that high schools enrolling fewer than 200 pupils rate lower than larger schools in the areas of program of studies, pupil activities, library services, guidance services, school plant, and school staff and administration.

The comparative studies made by Seyfert (60) and by Burke (13) revealed that the small high school is restricted in the number of things it might undertake at any one time. Burke found that when expenditure per pupil was equivalent, high schools with fewer than 100 pupils provided relatively few services. As size increased up to 500 pupils, the number of services went up. High schools with more than 500 pupils usually provided the most enriched programs.

Smith's study (63) showed that an inferior program at a high cost resulted when schools enrolled fewer than 200 to 400 pupils. An enrollment of from 800 to 1,200 pupils appeared as the range at which favorable factors were maximized and unfavorable factors minimized.

According to Bohne (8), the optimum size for a high school should be from 750 to 900 pupils, since a school of this size range is large enough to place a full-time specialist in each subject field, operate at a low cost per pupil, and provide an excellent extracurricular program. Tompkins and Gaumnitz's (66) study showed that most high schools enrolling fewer than 100 pupils were rarely able to employ specialized professional personnel.

*Educational outcomes.* Gray (36) found that high schools with enrollments from 400 to 999 pupils placed highest on student achievement and the percentage of graduates going on to college. A study by Harmon (40) revealed that high schools with fewer than 100 graduates per class were all below the national norm in production of persons who went on to earn a doctor's degree. Those with more than 100 high school graduates each year were all above the national norm in production of eventual doctor's degree holders.

A study made by Feldt (31) showed a definite relationship between achievement and school size. Measured by the *Iowa Test of Educational Development,* pupil achievement in high schools of 100 or fewer pupils in grades 9-12 was lower than that in large schools. On the other hand, pupils who had attended both a large elementary school and a large high school performed best on the test.

Although not clear and consistent in its findings, the study by Gaumnitz and Tompkins (34) showed indications that large high schools had a greater holding power than did the small high schools. The concern for the youth who never reach college has been revived so recently that there is no comparable research on the educational outcomes for this large proportion of the pupil population. Probably Jackson's findings regarding the breadth and depth of offerings is the nearest approach (45).

## GENERAL FEATURES OF SOUTHERN HIGH SCHOOLS

The 4,776 high schools evaluated in this report are organized in four grade organization patterns: 7-12 (the six-year school); 8-12 (the "hybrid" five-year high school pattern which resulted from adding the twelfth year of schooling); 9-12 (the traditional four-year high school usually associated with an eight-year elementary school concept); and 10-12 (the "senior high school" generally associated with urban-suburban centers and population density). In the numerous schools organized for grades 1-12, those grades classified as high school grades by state definition were separated and treated as a high school in tabulating the data.

Table 1 shows the distribution of the schools by state and organizational pattern. Nearly 50 per cent of the schools are organized according to the 7-12 grade grouping, apparently as a result of rural population sparsity. As already noted, efficiency and economy in matters related to numbers of pupils rather than age or grade are supported by this plan, but it is erroneous to assume that educational opportunities are broadened by it. Further study, grade level by grade level, will be undertaken. Only 6.5 per cent of the schools studied are of the 10-12 grade grouping which usually is found in population concentrations. Schools consisting of grades 9-12, the traditional four-year high school, constitute 28.9 per cent of the total. The 9-12 plan is the second most prevalent pattern in the South.

As shown in Table 2, the schools vary widely in size. The smallest school has 13 pupils enrolled in the secondary school grades, while the largest enrolls 4,169 pupils. Approximately 6 per cent of the schools enroll fewer than 100 pupils, and in fewer than 2 per cent the enrollment exceeds 2,000 pupils. In approximately 32 per cent of the schools enrollments are within the range of 250-499 pupils. Only 33 per cent of the schools have 500 or more pupils enrolled. This disturbing fact is more serious than it appears to be because of the delusion created by including grades seven and eight in the enrollment data.

More of the established criteria deal with the professional personnel than with any other factor related to excellent schools. This emphasis is in recognition of the primary importance of personnel services in providing quality education. The next chapter reports on this essential feature.

TABLE 1

Number and Per Cent of High Schools Grouped by Organizational Pattern and by State

| State | Number of high schools | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| Alabama | 433 | 349 | 80.6 | 12 | 2.8 | 46 | 10.6 | 26 | 6.0 |
| Arkansas | 483 | 411 | 85.1 | 9 | 1.9 | 29 | 6.0 | 34 | 7.0 |
| Florida | 334 | 225 | 67.4 | 4 | 1.2 | 27 | 8.1 | 78 | 23.3 |
| Georgia | 412 | 34 | 8.3 | 241 | 58.5 | 127 | 30.8 | 10 | 2.4 |
| Kentucky | 359 | 132 | 36.9 | 7 | 1.9 | 208 | 57.9 | 12 | 3.3 |
| Louisiana | 501 | 407 | 81.2 | 22 | 4.4 | 49 | 9.8 | 23 | 4.6 |
| Mississippi | 428 | 365 | 85.3 | 14 | 3.3 | 33 | 7.7 | 16 | 3.7 |
| North Carolina | 650 | | | | | 608 | 93.5 | 42 | 6.5 |
| South Carolina | 355 | 206 | 58.0 | 84 | 23.7 | 49 | 13.8 | 16 | 4.5 |
| Tennessee | 445 | 218 | 49.0 | 15 | 3.4 | 175 | 39.3 | 37 | 8.3 |
| Virginia | 376 | | | 333 | 88.6 | 30 | 8.0 | 13 | 3.4 |
| Total | 4,776 | 2,347 | 49.1 | 741 | 15.5 | 1,381 | 28.9 | 307 | 6.5 |

TABLE 2

Number and Per Cent of High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | All schools | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent |
| 99 or fewer | 176 | 7.5 | 26 | 3.5 | 70 | 5.1 | 1 | 0.3 | 273 | 5.7 |
| 100-249 | 846 | 36.0 | 186 | 25.2 | 346 | 25.0 | 7 | 2.3 | 1,385 | 29.0 |
| 250-499 | 804 | 34.3 | 224 | 30.2 | 457 | 33.1 | 46 | 15.0 | 1,531 | 32.1 |
| 500-999 | 405 | 17.3 | 206 | 27.8 | 370 | 26.8 | 99 | 32.2 | 1,079 | 22.6 |
| 1,000-1,499 | 74 | 3.0 | 66 | 8.9 | 92 | 6.7 | 72 | 23.5 | 304 | 6.4 |
| 1,500-1,999 | 22 | 1.0 | 24 | 3.2 | 31 | 2.2 | 48 | 15.6 | 125 | 2.6 |
| 2,000 or more | 20 | 0.9 | 9 | 1.2 | 15 | 1.1 | 34 | 11.1 | 78 | 1.6 |
| Total | 2,347 | 100.0 | 741 | 100.0 | 1,381 | 100.0 | 307 | 100.0 | 4,776 | 100.0 |

CHAPTER 4



# The Teaching Personnel in Southern High Schools

THE QUALITY of the program of instruction in any high school is determined largely by the quality of the teaching personnel in its classrooms. Fine school buildings, the best equipment and teaching materials, and adequate financial support become ineffectual unless the schools are staffed with well qualified and dedicated teachers.

Investigation has proven that teachers who have advanced college training and experience and who are properly certificated in their assigned instructional areas are more effective in their teaching than are those who do not have similar qualifications. These and other factors which have some bearing on the quality of teaching in southern high schools are analyzed in this chapter.

## PROFESSIONAL TRAINING OF INSTRUCTIONAL STAFF

The level of collegiate education attained by each high school teacher, principal, librarian, and counselor included in the study was obtained, and the results were classified under these headings: (1) master's degree or beyond; (2) bachelor's degree; and (3) less than a bachelor's degree. The number in each category of training was tabulated for each school and a percentage was calculated for all schools. The number and percentage of teachers, principals, librarians, and counselors at each level of training are shown in Tables 3 and 4

In schools of all eleven southern states, the number of teachers holding a master's degree or beyond represents 25 per cent of the total teaching staff. (See Figure 4.) Some significant differences exist among the states in this measure of adequacy. There is less variation in the percentage of teachers holding bachelor's degrees than in either of the other training categories, probably because most states have established the bachelor's degree as the minimum level at which a "standard" teaching certificate may be obtained. Since nearly 98 per cent of all teachers hold at least the bachelor's degree, it is obvious that this minimum requirement for certification has lost its usefulness as a measure for discriminating or identifying difference in qualification and relative quality. Only 2.2 per cent of the teachers have not completed college.

The expectation that a high school principal hold at least the master's degree appears to be generally accepted among the southern states. Approximately 77 per cent of the principals hold the master's degree or above. None holds less than the bachelor's degree. The level of the college training of the high school principal varies widely among the states.

Data on the qualifications and working conditions of high school librarians and counselors in the

TABLE 3

College Training of High School Teachers and Principals by State

| State | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of high school teachers | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Number of high school principals | Master's degree or above | | Bachelor's degree | |
| | | No. | Pct. | No. | Pct. | No. | Pct. | | No. | Pct. | No. | Pct. |
| Alabama | 8,674 | 2,652 | 30.6 | 5,811 | 67.0 | 211 | 2.4 | 433 | 401 | 92.6 | 32 | 7.4 |
| Arkansas | 6,083 | 1,235 | 20.3 | 4,479 | 73.6 | 369 | 6.1 | 483 | 339 | 70.2 | 144 | 29.8 |
| Florida | 12,515 | 3,551 | 28.4 | 8,773 | 70.1 | 191 | 1.5 | 324 | 216 | 66.7 | 108 | 33.3 |
| Georgia | 9,448 | 2,310 | 24.5 | 7,061 | 74.7 | 77 | 0.8 | 412 | 399 | 96.8 | 13 | 3.2 |
| Kentucky | 7,047 | 1,968 | 27.9 | 4,927 | 69.9 | 152 | 2.2 | 359 | 316 | 86.9 | 43 | 13.1 |
| Louisiana | 9,299 | 2,645 | 28.4 | 6,446 | 69.3 | 208 | 2.3 | 501 | 435 | 86.2 | 66 | 13.8 |
| Mississippi | 7,512 | 1,656 | 22.0 | 5,644 | 75.1 | 212 | 2.9 | 428 | 345 | 80.6 | 83 | 19.4 |
| North Carolina | 10,325 | 2,187 | 21.2 | 8,018 | 77.6 | 120 | 1.2 | 650 | 293 | 45.1 | 357 | 54.9 |
| South Carolina | 7,632 | 1,464 | 19.2 | 6,069 | 79.5 | 99 | 1.3 | 303 | 229 | 75.6 | 74 | 24.4 |
| Tennessee | 8,482 | 2,498 | 29.5 | 5,788 | 68.2 | 196 | 2.3 | 389 | 316 | 81.2 | 73 | 18.8 |
| Virginia | 11,788 | 2,221 | 18.8 | 9,209 | 78.1 | 358 | 3.1 | 376 | 311 | 82.7 | 65 | 17.3 |
| Southern Region | 98,805 | 24,387 | 24.7 | 72,225 | 73.1 | 2,193 | 2.2 | 4,658 | 3,600 | 77.3 | 1,058 | 22.7 |

TABLE 4

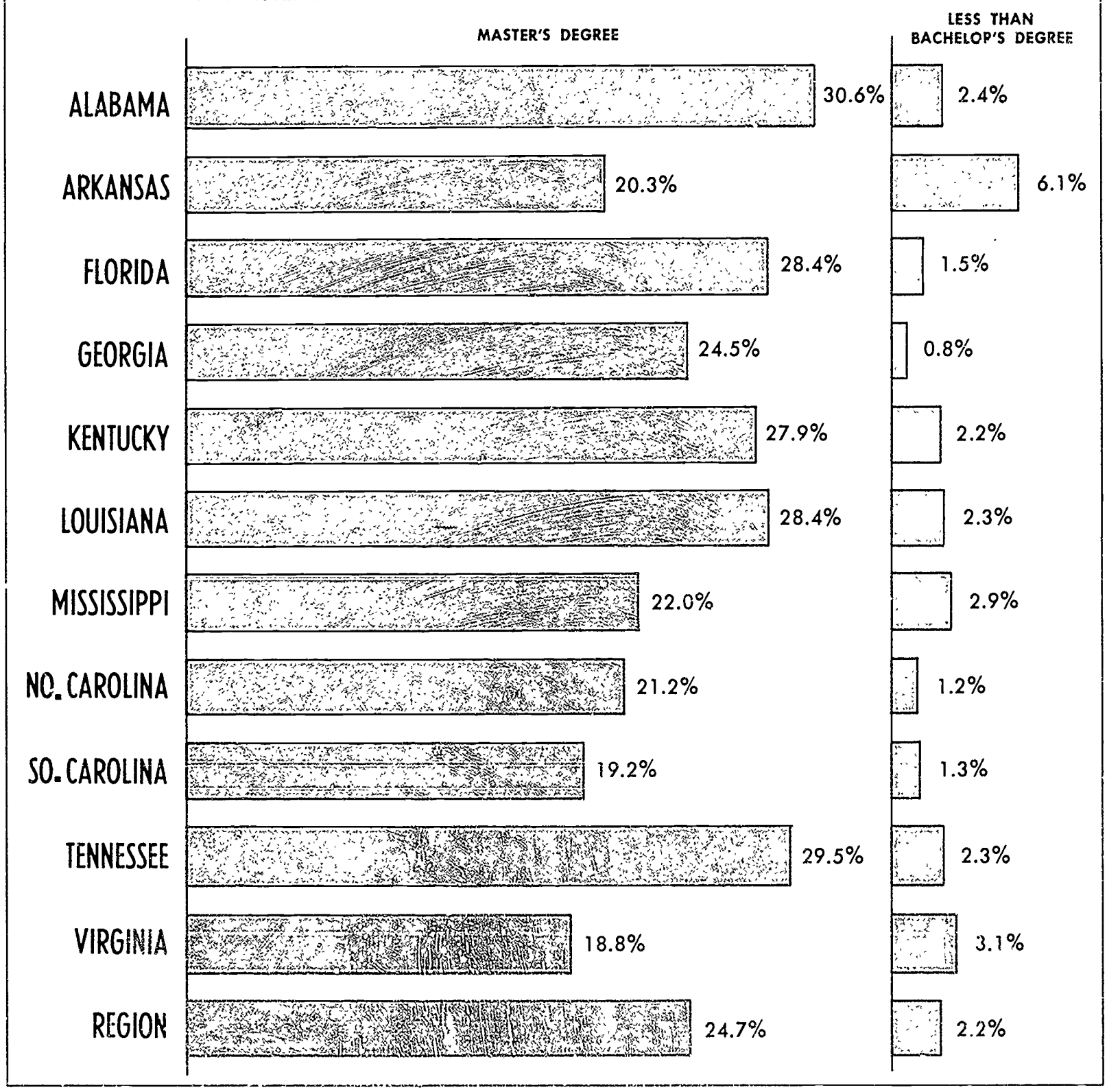
College Training of High School Librarians and Guidance Counselors by State

| State | Librarians | | | | | | | Guidance Counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| Alabama | 395 | 160 | 40.5 | 227 | 57.5 | 8 | 2.0 | 190 | 140 | 73.7 | 50 | 26.3 |
| Arkansas | 366 | 71 | 19.4 | 269 | 73.5 | 26 | 7.1 | 139 | 84 | 60.4 | 55 | 39.6 |
| Florida | 391 | 181 | 46.3 | 203 | 51.9 | 7 | 1.8 | 398 | 300 | 75.4 | 98 | 24.6 |
| Georgia | 368 | 122 | 33.2 | 240 | 65.2 | 6 | 1.6 | 348 | 212 | 60.9 | 136 | 39.1 |
| Kentucky | 242 | 99 | 40.9 | 138 | 57.0 | 5 | 2.1 | 163 | 151 | 92.6 | 12 | 7.4 |
| Louisiana | 231 | 64 | 27.7 | 163 | 70.6 | 4 | 1.7 | 112 | 82 | 73.2 | 30 | 26.8 |
| Mississippi | 351 | 78 | 22.2 | 266 | 75.8 | 7 | 2.0 | 157 | 122 | 77.7 | 35 | 22.3 |
| North Carolina | NOT AVAILABLE | | | | | | | | | | | |
| South Carolina | 356 | 82 | 23.0 | 272 | 76.4 | 2 | 0.6 | 273 | 146 | 53.5 | 127 | 46.5 |
| Tennessee | 396 | 183 | 46.5 | 209 | 52.5 | 4 | 1.0 | 264 | 150 | 56.8 | 114 | 43.2 |
| Virginia | NOT AVAILABLE | | | | | | | | | | | |
| Southern Region | 3,096 | 1,040 | 33.6 | 1,987 | 64.2 | 69 | 2.2 | 2,044 | 1,387 | 67.9 | 657 | 32.1 |

southern states are limited primarily to the level of college training, which is reported in only nine of the eleven states. As expected, the college training of librarians and counselors is considerably higher than the training of classroom teachers. Approximately 68 per cent of the guidance counselors and 34 per cent of the librarians hold at least the master's degree. Some differences in the level of

**FIGURE 4**

**PERCENTAGE OF HIGH SCHOOL TEACHERS WITH AT LEAST A MASTER'S DEGREE AND WITH LESS THAN A BACHELOR'S DEGREE**



college training of these personnel can be noted among the nine states.

### *Level of Training of Teachers by School Size and Organizational Pattern*

Table 5 shows the college training of the high school teachers in schools grouped by size and grade organizational pattern. Two general conclusions emerge from these data: (1) In schools of each organizational pattern, the proportion of teachers with less than the bachelor's degree decreases steadily as school size increases; and (2) the percentage of teachers holding the master's degree or higher increases as school size increases, but the percentage varies among schools of different organizational patterns. In the five-year schools, for example, the proportion of teachers holding advanced degrees increases from 6.5 per cent in the smallest schools to 23.5 per cent in the largest schools. The increase is less marked in schools of other organizational patterns. The percentage of teachers holding advanced degrees in the largest schools of the other organizational patterns is approximately twice the percentage in the smallest schools.

The most pronounced increases in the level of college training occur at enrollments below 1,000 pupils. In the three-year and four-year schools no significant increase in the percentage of teachers holding graduate degrees is noted when enrollments exceed the 1,000-1,499 pupil range. In contrast, substantial increases occur at successively higher enrollment levels in schools which enroll fewer than 500 pupils, particularly in the four-year and five-year schools. In the smallest five-year schools only 6.5 per cent of the teachers hold at least the master's degree as compared with 15.8 per cent in the smallest four-year schools and 16.9 per cent in the smallest six-year schools.

The clear-cut superiority of the three-year schools, on the basis of college training, is evidenced by the fact that in these schools the percentage of teachers with advanced training is considerably higher at each enrollment level than in schools of other organizational patterns. Further verification of the superiority of the three-year schools is provided by the correspondingly smaller proportion of teachers who have less than four years of college preparation as compared with schools of other organizational patterns. It appears that the five-year schools are decidedly inferior on the basis of these

TABLE 5

Percentage Distribution of High School Teachers by College Training, by Grade Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Master's degree or above | Less than bachelor's degree | Master's degree or above | Less than bachelor's degree | Master's degree or above | Less than bachelor's degree | Master's degree or above | Less than bachelor's degree | Master's degree or above | Less than bachelor's degree |
| 99 or fewer | 16.9 | 7.7 | 6.5 | 9.1 | 15.8 | 4.0 | | | 14.5 | 7.7 |
| 100-249 | 20.3 | 4.6 | 14.1 | 4.3 | 22.5 | 2.2 | 25.8 | 9.0 | 19.0 | 4.0 |
| 250-499 | 21.4 | 2.7 | 15.4 | 3.3 | 22.7 | 2.5 | 34.4 | 0.6 | 21.0 | 2.7 |
| 500-999 | 22.0 | 2.0 | 19.5 | 1.8 | 28.7 | 1.9 | 36.5 | 1.4 | 24.4 | 2.0 |
| 1,000-1,499 | 26.1 | 0.7 | 21.9 | 1.3 | 30.6 | 0.7 | 38.0 | | 28.9 | 1.1 |
| 1,500-1,999 | 30.9 | 1.0 | 21.0 | 1.2 | 30.4 | 0.8 | 39.6 | 0.7 | 32.1 | 1.0 |
| 2,000 or more | 29.0 | 0.3 | 23.5 | 0.7 | 30.4 | 1.5 | 38.5 | 0.3 | 32.3 | 1.2 |
| Southern Region | 22.4 | 2.7 | 18.8 | 2.2 | 27.8 | 1.7 | 37.9 | 0.6 | 24.7 | 2.2 |

criteria, since the percentage of teachers holding advanced degrees in these schools is smaller at each enrollment level than in schools of other organizational types.

### *Relationship of Per Pupil Expenditure to College Training of Teachers*

The level of professional training of the high school teachers is directly related to per pupil expenditure for teachers' salaries. Tables 6 and 7 show that the higher the pupil expenditure the higher the percentage of teachers with advanced training. For example, in high schools enrolling from 250 to 499 pupils and expending from $200 to $249 per pupil the percentage of teachers holding at least the master's degree is 20.7 per cent; in schools enrolling from 250 to 499 pupils and expending $550 or more per pupil the percentage of teachers holding at least the master's degree is 30.8 per cent. It should be noted, however, that much of this positive relationship is due to the fact that teacher salary schedules generally include college training as a factor and that the higher paying school districts attract the better qualified teachers. It may also be true that these are the districts that *want* better qualified staffs and use their salary policy to obtain them, putting a monetary premium on quality.

TABLE 6

Per Cent of Teachers with a Master's Degree or Above in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of teachers with master's degree or above in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | | 3.4 | 12.4 | 11.3 | 10.6 | 13.2 | 11.9 | 29.0 | 15.7 | 19.6 |
| 100-249 | 11.8 | 15.4 | 18.2 | 20.6 | 20.3 | 23.3 | 24.6 | 20.1 | 16.0 | 25.5 |
| 250-499 | 15.8 | 20.9 | 20.7 | 21.1 | 29.9 | 25.0 | 18.7 | 22.4 | 18.8 | 30.8 |
| 500-999 | 18.1 | 23.6 | 24.6 | 33.0 | 30.9 | 30.2 | 23.7 | 38.2 | | 11.8 |
| 1,000-1,499 | 20.8 | 25.5 | 30.8 | 35.2 | 38.0 | | | | | |
| 1,500-1,999 | 24.5 | 27.7 | 35.0 | 35.1 | 32.1 | 37.6 | | | | |
| 2,000 or more | 7.4 | 31.4 | 33.1 | 29.3 | | 47.4 | | | | |
| Southern Region | 17.6 | 23.5 | 26.3 | 28.2 | 26.5 | 27.2 | 21.7 | 23.4 | 16.6 | 22.3 |

TABLE 7

Per Cent of Teachers with Less than a Bachelor's Degree in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

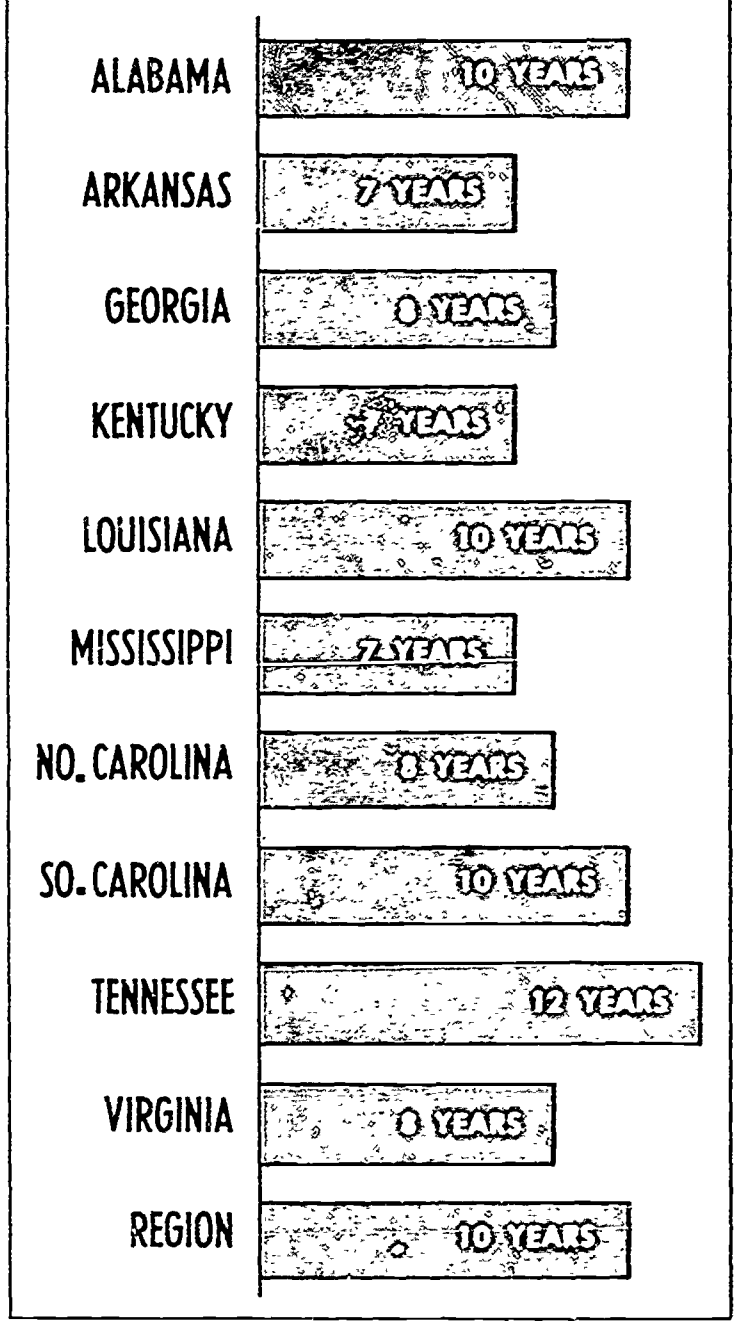
| School size (Pupils enrolled) | Per cent of teachers with less than a bachelor's degree in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | 18.8 | 16.9 | 13.3 | 6.2 | 8.3 | 5.8 | 12.9 | 4.7 | 5.6 | 3.1 |
| 100-249 | 8.5 | 5.3 | 3.6 | 3.9 | 3.5 | 3.2 | 4.3 | 2.4 | 4.1 | 2.3 |
| 250-499 | 2.6 | 2.7 | 2.4 | 3.0 | 3.4 | 1.5 | 3.2 | 1.7 | 1.0 | 2.6 |
| 500-999 | 2.5 | 1.7 | 1.9 | 1.7 | 2.8 | 3.3 | 2.6 | 1.8 | | 3.9 |
| 1,000-1,499 | 1.6 | 1.1 | 0.8 | 1.5 | 0.4 | | | | | |
| 1,500-1,999 | 2.4 | 0.8 | 1.0 | 1.5 | 0.8 | 1.1 | 0.8 | | | |
| 2,000 or more | 0.8 | 1.5 | 0.9 | 3.1 | | 0.4 | | | | |
| Southern Region | 2.7 | 2.1 | 1.8 | 2.5 | 3.2 | 2.5 | 4.7 | 2.5 | 3.7 | 2.8 |

## TEACHING EXPERIENCE

Although each of the eleven southern states has a large corps of experienced high school teachers (See Figure 5), a wide range of teaching experience exists among teachers in schools of all sizes and organizational patterns. As shown in Table 8, the interquartile range is generally in the vicinity of 12 to 15 years. A few exceptions to this condition exist.

**FIGURE 5**

**MEDIAN YEARS OF TEACHING EXPERIENCE OF HIGH SCHOOL TEACHERS**




The size of the high school bears little relationship to the level of experience of the teachers, but teaching experience is influenced to some extent by the grade organizational pattern of the school. The number of years of experience at both the first and third quartile is lowest in the five-year schools which enroll 1,500-1,999 pupils and highest in the three-year schools which enroll 1,000-1,499 pupils.

In the five-year schools and the six-year schools, the most experienced teachers—as indicated by both median and interquartile range—are in schools which enroll from 250-499 pupils. For example, teachers in the six-year schools which enroll 250-499 pupils have a median of 8.7 years of teaching experience as compared with a median of 6.9 years on the part of teachers in the largest six-year schools. Similarly, the interquartile range decreases from 14.7 years in six-year schools which enroll 250 to 499 pupils to 12.7 years in schools of the same organizational pattern which enroll 2,000 or more pupils.

Variations in the amount of teaching experience are equally pronounced in schools of other organizational patterns, although they occur at different enrollment levels. Teachers in the three-year schools that enroll 100-249 pupils are less experienced than are teachers in three-year schools of all other sizes, on the basis of both median and interquartile range. Teachers in this category have a median of 7.0 years of experience and an interquartile range of 11.4 years of experience, as compared with a median of 12.5 years and an interquartile range of 21.6 years on the part of teachers in three-year schools that enroll 1,000-1,499 pupils. The latter category comprises the most experienced group of teachers.

On the basis of stability of median and interquartile range, the four-year schools have a more

TABLE 8

Teacher Experience at First Quartile, Median, and Third Quartile in High Schools Grouped by Size and by Organizational Pattern

| Enrollment | Years of Teaching Experience | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grades 7-12 | | | Grades 8-12 | | | Grades 9-12 | | | Grades 10-12 | | |
| | $Q_1$ | M | $Q_3$ | $Q_1$ | M | $Q_3$ | $Q_1$ | M | $Q_3$ | $Q_1$ | M | $Q_3$ |
| 99 or fewer | 2.7 | 7.7 | 15.5 | 2.1 | 7.4 | 14.0 | 2.5 | 8.0 | 16.8 | | | |
| 100-249 | 2.8 | 8.7 | 17.5 | 3.0 | 8.6 | 16.0 | 3.2 | 8.6 | 17.0 | 2.4 | 7.0 | 13.8 |
| 250-499 | 3.3 | 8.6 | 18.0 | 3.0 | 8.3 | 16.0 | 3.1 | 8.7 | 18.0 | 4.1 | 9.2 | 20.7 |
| 500-999 | 3.1 | 8.3 | 17.5 | 2.9 | 8.3 | 16.5 | 3.4 | 8.9 | 18.5 | 3.7 | 9.1 | 19.8 |
| 1,000-1,499 | 2.7 | 8.0 | 15.0 | 2.5 | 7.7 | 16.0 | 3.3 | 8.9 | 19.3 | 6.5 | 12.5 | 21.6 |
| 1,500-1,999 | 3.2 | 8.3 | 16.5 | 1.7 | 6.5 | 13.5 | 3.2 | 8.6 | 19.0 | 4.1 | 10.5 | 21.0 |
| 2,000 or more | 2.1 | 6.9 | 14.8 | 1.8 | 6.5 | 13.0 | 2.8 | 8.9 | 20.4 | 2.9 | 8.5 | 19.5 |

uniform balance of experienced and inexperienced teachers than do schools of other organizational patterns. The maximum variation in median teaching experience is only 0.9 years in the four-year schools as compared with 1.8 years in the six-year schools, 2.1 years in the five-year schools, and 3.5 years in the three-year schools. Variations in interquartile range follow a similar trend.

## TEACHER CERTIFICATION

The practice of teacher certification is based on the assumption that teacher certification is related to teacher competence. It was assumed in this study, therefore, that teachers who were properly certificated in their assigned instructional areas were more proficient than teachers who were not properly certificated, other factors being equal. Thus it was concluded that schools in which a lower percentage of pupils taught by noncertificated teachers were superior to other schools, on the basis of this criterion.

Table 9 shows by school size and by organizational pattern the percentage of pupils taught by noncertificated teachers. An examination of the data warrants two conclusions: (1) The percentage of pupils taught by noncertificated teachers decreases as school size increases; and (2) the percentage of pupils taught by noncertificated teachers decreases as organizational patterns approach the three-year structure. The smallest five-year schools have the highest percentage of pupils taught by noncertificated teachers (20.7 per cent), and the largest three-year schools have the lowest percentage (1.0 per cent).

Generally, the greatest variation in the percentage of pupils taught by noncertificated teachers is in schools which enroll fewer than 500 pupils. In the six-year schools, the percentage decreases from 19.5 per cent in schools which enroll fewer than 100 pupils to 10.5 per cent in schools which enroll 250-499 pupils. The percentage in five-year schools of comparable size decreases from 20.7 per cent to 11.3 per cent. In schools which enroll 500-1,499 pupils, changes in school size produce much smaller variations in the percentage of pupils taught by noncertificated teachers. For example, the percentage in four-year schools that enroll 500-999 pupils is 7.6 per cent as compared with 6.0 per cent in schools of the same organizational pattern that enroll 1,500-1,999 pupils. Similarly small decreases occur in the larger schools of other organizational patterns as school size increases, but it is significant to note that these schools *start* with a lower percent-

age and, therefore, have less potential for decreases.

In all except the smallest schools, the percentage of pupils taught by noncertificated teachers is lower in three-year schools than in schools of other organizational patterns. Conversely, the highest percentage at most enrollment levels is in the six-year schools.

On the basis of total percentages shown in Table 9, the percentage of pupils taught by noncertificated teachers is much lower in the large schools than in the small schools. The percentage decreases progressively from a high of 18.3 per cent in the smallest schools to a low of 2.0 per cent in the largest schools. The data are similar when the schools are compared on the basis of organizational pattern, in that the percentage decreases from 10.0 per cent in the six-year schools to 3.0 per cent in the three-year schools.

The mutuality of relationship between school size and percentage of pupils taught by noncertificated teachers is indicated by the following negative correlation coefficients:

| Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | All Schools |
|---|---|---|---|---|
| -.2039 | -.2333 | -.3116 | -.3224 | -.2586 |

These results tend to substantiate the conclusion that school size bears an inverse relationship to the percentage of pupils taught by noncertificated teachers. The classification of type of school organizational pattern as a factor in this relationship is also verified.

Data on the percentage of pupils taught by noncertificated teachers in each major subject area are reported as regional summaries in Part III, Section A, and by individual state and by size of school in Section B. These data show that the high schools have their major difficulties in teacher assignments in the subject areas of mathematics, science, and foreign languages. Table 10 shows that the intensity of this particular problem varies somewhat among the states. Lack of uniformity in certification standards among the states lessens the validity of direct comparison on this criterion of quality instruction.

TABLE 9

Per Cent of High School Pupil-Class Units* Taught by Teachers without Subject Endorsement on Teaching Certificate by Grade Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Organizational Pattern | | | | Total |
|---|---|---|---|---|---|
| | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | |
| 99 or fewer | 19.5 | 20.7 | 11.2 | | 18.3 |
| 100-249 | 15.1 | 10.1 | 7.5 | 11.6 | 13.9 |
| 250-499 | 10.5 | 11.3 | 8.6 | 6.9 | 10.0 |
| 500-999 | 8.1 | 8.5 | 7.6 | 5.5 | 7.7 |
| 1,000-1,499 | 8.0 | 5.1 | 7.1 | 3.8 | 6.2 |
| 1,500-1,999 | 8.4 | 3.9 | 6.0 | 1.0 | 4.2 |
| 2,000 or more | 4.0 | 2.3 | 1.1 | 1.0 | 2.0 |
| Region | 10.0 | 8.3 | 7.2 | 3.0 | 7.9 |

* Pupil-Class Units equal total enrollment in all classes.

TABLE 10

Percentage of Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate, by State

| State | Per cent of pupils taught by teachers not holding certificated endorsement in the subject: Mathematics | Science | Foreign Language |
|---|---|---|---|
| Alabama | 9.6 | 3.9 | 4.4 |
| Arkansas | 18.1 | 15.5 | 18.2 |
| Florida | 7.9 | 9.9 | 11.7 |
| Georgia | 10.0 | 13.9 | 6.6 |
| Kentucky | 15.7 | 4.8 | 8.0 |
| Louisiana | 4.9 | 7.8 | 5.5 |
| Mississippi | 7.3 | 4.6 | 7.3 |
| South Carolina | 9.5 | 7.9 | 6.0 |
| Virginia | 7.7 | 12.8 | 3.2 |
| Southern Region | 9.6 | 9.0 | 7.2 |

As revealed by Table 11, a negative relationship exists between the per pupil expenditure for instructional salaries and the percentage of pupils taught by noncertificated teachers. Of the two factors, school size and per pupil expenditure, larger enrollment seems to be more influential in reducing the percentage of pupils taught by noncertificated teachers than does per pupil expenditure.

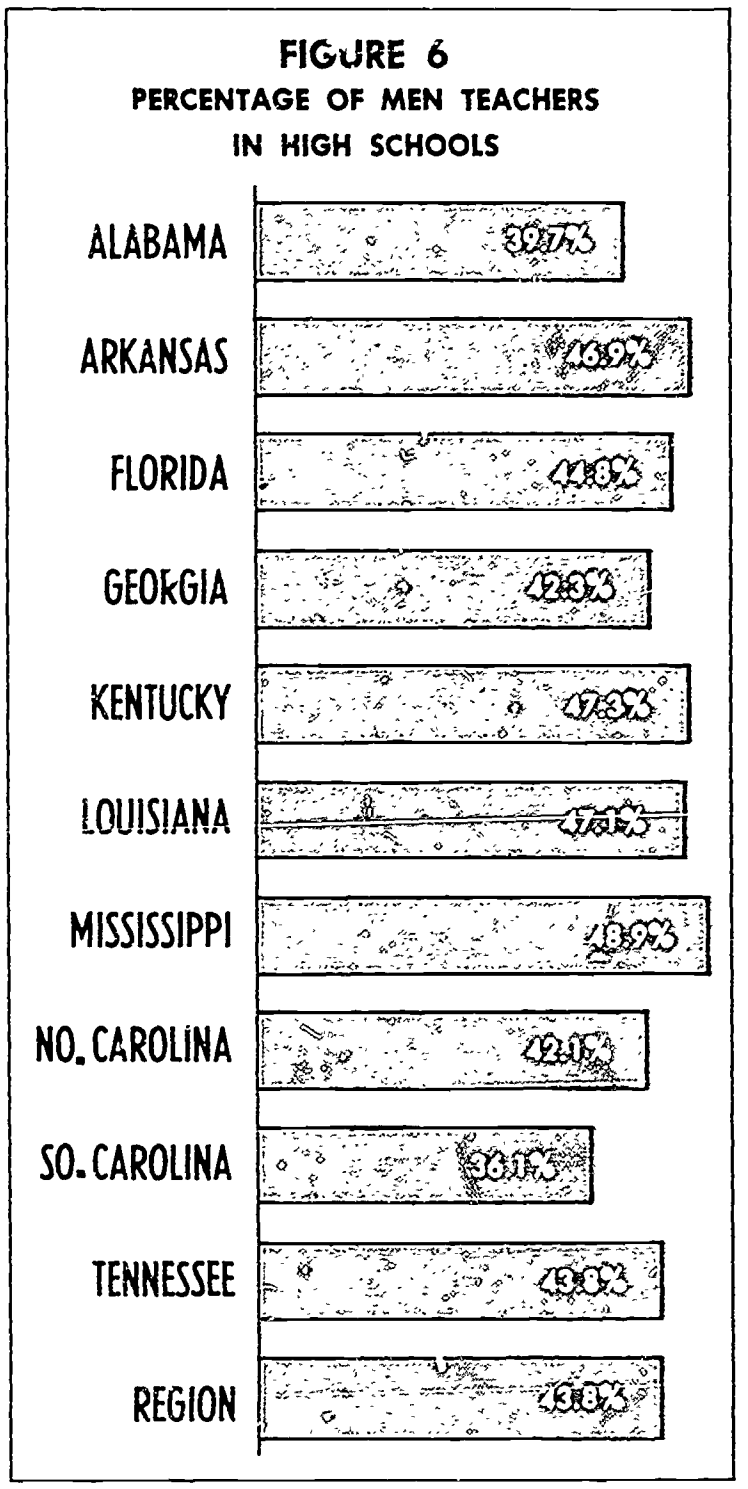
TABLE 11

Per Cent of Pupil-Class Units Taught by Teachers without Subject Endorsement on Teaching Certificate, by Size of School and by Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of pupil-class units taught by teachers without subject endorsement on teaching certificate in schools in following per pupil expenditure categories: $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or above |
|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 63.8 | 25.7 | 29.2 | 20.1 | 21.7 | 13.8 | 18.7 | 13.1 | 9.5 | 7.8 |
| 100-249 | 19.8 | 17.4 | 11.1 | 12.4 | 10.1 | 3.0 | 5.6 | 5.9 | 4.4 | 3.4 |
| 250-499 | 10.7 | 7.8 | 7.1 | 7.3 | 2.6 | 1.4 | | 1.7 | | 4.8 |
| 500-999 | 6.4 | 5.9 | 5.5 | 4.1 | 3.9 | 2.4 | | 4.8 | | |
| 1,000-1,499 | 6.6 | 3.6 | 2.3 | 2.3 | 0.9 | | | | | |
| 1,500-1,999 | 0.7 | 2.0 | 2.9 | 0.9 | 0.1 | | | | | |
| 2,000 or more | 0.9 | 1.1 | 1.7 | 0.5 | | 4.6 | | | | |
| Region | 8.1 | 5.8 | 4.8 | 5.3 | 6.4 | 6.3 | 4.6 | 5.7 | 4.4 | 5.2 |

### SEX OF TEACHERS AND PRINCIPALS

As shown in Figure 6, the women teachers outnumber the men teachers almost three to two in the region's high schools. This ratio varies some among the states. Mississippi, Louisiana, and Kentucky come very close to the desired balance of 50 per cent of the high school faculty being men. South Carolina and Alabama have the smallest percentage of men teachers among the states—36.1 per cent and 39.7 per cent respectively.




It is general practice for the high school principal to be a man. Less than 3 per cent of the high school principals of the region are women. Less than 1 per cent of the high school principals in Tennessee are women as contrasted to 4.7 per cent in Kentucky.

### TEACHING LOAD FACTORS

The total work load of secondary school teachers embraces a multiplicity of factors. Since data pertaining to each of these factors were not available in quantifiable, uniformly recorded form, it was necessary to select certain reported components from which an adequate measure of teacher load might be obtained. The following three factors were selected as measures of major elements in teacher load: (1) class size, (2) pupil-teacher ratio, and (3) the total number of pupils taught daily The results of the analyses of the findings relating to these factors are reported in this section.

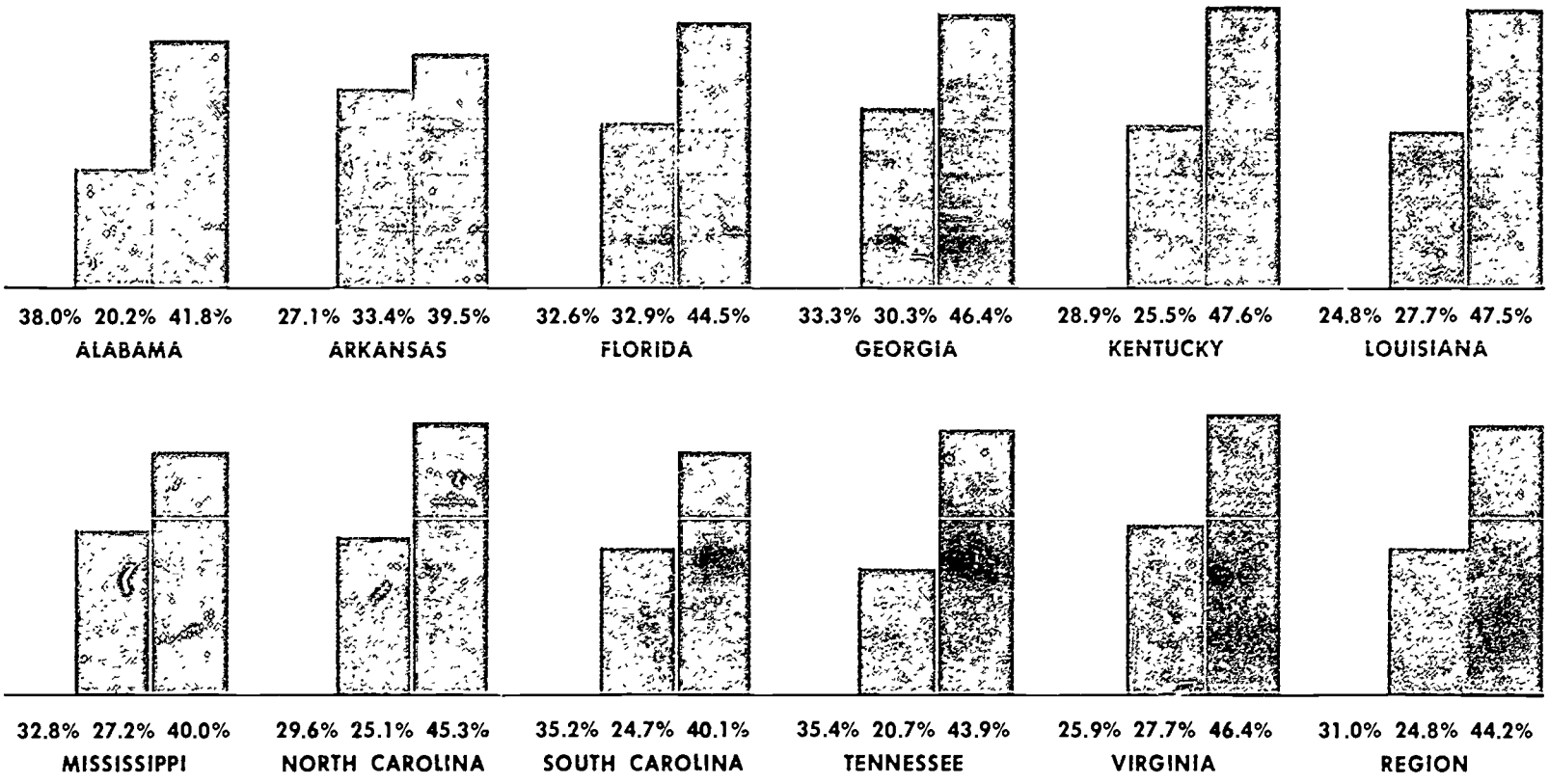
#### *Class Size*

Authorities generally have agreed upon an average class size of 25 pupils as being desirable from the standpoint of instructional effectiveness. By this reasoning, a class size range of 20-30 pupils may be considered as being an optimum range. Figure 7 shows the percentage distribution of all classes in each of the eleven states by the three size categories: 20 or fewer pupils, 21-30 pupils, and more than 30 pupils. The percentage of all classes in the optimum class size category of 21-30 pupils ranges from a low of 39.5 per cent in Arkansas to a high of 47.6 per cent in Kentucky. Thus more than 50 per cent of all high school classes in each state can be classified as either too small for the most effective staff utilization or too large to promote maximum staff effectiveness.

Class size may not affect the quality of instruc-

## FIGURE 7

**PER CENT OF ALL HIGH SCHOOL CLASSES, BY SIZE CATEGORY**




tion equally in each subject area. Quality instruction in physical education and choral music, for example, may not be adversely affected by class sizes exceeding 30 pupils. Table 12 shows the percentage of classes with pupil enrollments in excess of 30 pupils in each subject area in each of the eleven states. As expected, class sizes exceed 30 pupils more often in the areas of physical education and music and less often in the areas of trades and industrial education, agriculture, industrial arts, home economics, and business education. The problem areas are language arts, science, mathematics. and social studies. More than one-third of the classes taught in each of these four areas in the southern region contain more than 30 pupils.

The schools were grouped on the basis of enrollment and type of organizational pattern, and the data were arranged in ascending order of class size. The median size of classes in schools equal in enrollment and organizational pattern was calculated as a measure of central tendency, and the first and third quartiles were calculated as a measure of variability.

Table 13 gives data on class size for the high schools grouped by size and by grade organizational pattern. Two significant patterns are revealed by the data: (1) within schools of similar organizational patterns, class sizes at the first quartile, the median, and the third quartile show a consistent upward trend as school size increases; and (2) interquartile ranges generally decrease as school size increases. Class size is more uniform in the three-year schools, as evidenced by the smaller variations in median and interquartile range. The greatest varia-

TABLE 12

Per Cent of High School Classes with Pupil Enrollments in Excess of Thirty Pupils, by Subject and by State

| State | Per cent of classes with pupil enrollments in excess of thirty pupils in following subjects: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lang. Arts | Math | Science | Social Studies | Foreign Lang. | Phys. Educ. | Music | Art | Bus. Educ. | Home Econ. | Agriculture | Indus. Arts | T and I Educ. |
| Alabama | 41.5 | 39.4 | 40.6 | 44.6 | 20.5 | 68.9 | 46.3 | 18.0 | 20.9 | 5.2 | 5.4 | 8.7 | 2.6 |
| Arkansas | 30.3 | 29.4 | 29.0 | 33.9 | 10.6 | 45.6 | 39.1 | 18.5 | 11.6 | 4.7 | 4.1 | 7.1 | 5.9 |
| Florida | 33.1 | 35.5 | 36.1 | 43.1 | 20.5 | 54.1 | 46.1 | 19.4 | 18.9 | 4.5 | 2.6 | 8.2 | 0.8 |
| Georgia | 35.0 | 36.3 | 35.7 | 39.2 | 21.4 | 51.5 | 51.9 | 28.3 | 25.6 | 9.0 | 6.9 | 0.7 | 10.5 |
| Kentucky | 30.1 | 31.1 | 32.1 | 35.8 | 10.1 | 36.4 | 39.3 | 16.5 | 18.9 | 1.2 | 1.2 | 3.0 | 0.5 |
| Louisiana | 25.1 | 25.4 | 26.5 | 27.0 | 14.4 | 39.1 | 39.3 | 22.6 | 12.6 | 5.5 | 5.6 | 7.3 | 4.8 |
| Mississippi | 39.3 | 38.7 | 37.6 | 43.2 | 8.0 | 44.3 | 36.4 | 24.5 | 9.5 | 5.5 | 7.3 | 9.0 | 5.3 |
| North Carolina | 32.7 | 36.2 | 31.8 | 42.4 | 21.2 | 43.5 | 51.0 | 17.7 | 28.7 | 4.6 | 3.7 | 5.0 | 6.6 |
| South Carolina | 42.1 | 40.1 | 40.9 | 45.7 | 17.6 | 48.6 | 41.0 | 11.9 | 15.8 | 10.7 | 9.0 | 8.8 | 0.6 |
| Tennessee | 39.3 | 37.4 | 40.6 | 43.3 | 20.8 | 56.1 | 47.3 | 25.2 | 30.0 | ** | ** | 6.5 | 6.6 |
| Virginia | 26.8 | 26.3 | 24.6 | 33.7 | 11.0 | 58.4 | 41.3 | 6.0 | 15.6 | 3.1 | 1.4 | 2.2 | 0.8 |
| Region | 33.8 | 34.1 | 33.9 | 39.4 | 16.9 | 50.6 | 43.4 | 17.8 | 19.9 | 5.4 | 4.7 | 5.7 | 3.8 |

** Included in Trade and Industrial Education.

TABLE 13

Class Size at First Quartile, Median, and Third Quartile in Southern High Schools Grouped by Size and by Organizational Pattern

| School size (Pupils enrolled) | Grades 7-12 | | | Grades 8-12 | | | Grades 9-12 | | | Grades 10-12 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $Q_1$ | M | $Q_3$ | $Q_1$ | M | $Q_3$ | $Q_1$ | M | $Q_3$ | $Q_1$ | M | $Q_3$ |
| 99 or fewer | 6 | 13 | 18 | 6 | 13 | 19 | 8 | 15 | 21 | | | |
| 100-249 | 13 | 20 | 27 | 13 | 21 | 28 | 15 | 21 | 29 | 15 | 22 | 28 |
| 250-499 | 18 | 25 | 32 | 18 | 25 | 32 | 19 | 25 | 31 | 18 | 24 | 29 |
| 500-999 | 20 | 26 | 32 | 21 | 27 | 32 | 21 | 27 | 32 | 21 | 27 | 31 |
| 1,000-1,499 | 24 | 28 | 32 | 22 | 28 | 32 | 23 | 28 | 32 | 23 | 28 | 32 |
| 1,500-1,999 | 24 | 29 | 33 | 22 | 27 | 32 | 24 | 28 | 33 | 23 | 28 | 32 |
| 2,000 or more | 24 | 28 | 32 | 24 | 29 | 33 | 24 | 29 | 33 | 24 | 29 | 33 |

tions in class size occur in schools which enroll fewer than 500 pupils. In schools which enroll 1,000 or more pupils, variations in class size are considerably less marked than in the smaller schools. For example, the median size of classes in all schools whose enrollment exceeds 1,000 pupils is approximately 28, whereas in the smaller schools the median varies from 13 in schools of less than 100 pupils to 25 in schools of 250-499 pupils.

The extreme variations in class size in the smaller schools are also indicated by larger interquartile ranges in these schools. In schools of each organizational type, the interquartile range is small-

er and more consistent in schools which enroll 1,000 or more pupils than in schools of smaller sizes. The variation in interquartile range in the larger schools is negligible, thus indicating a more uniform pattern of class size in these schools as compared with smaller schools.

On the basis of both median and interquartile range, less variation in class size is noted in the three-year schools than in schools of other organizational patterns and comparable size. The median class size in the three-year schools increases from 22 in the smallest schools to 29 in the largest schools, whereas in the five-year schools and six-year schools the median varies from 13 to 29. Variations in interquartile range follow a similar trend. This consistency at the upper end of the accepted range indicates maximum efficiency in staff utilization in the larger three-year high schools, and therefore maximum economy in the use of their better trained personnel.

### *Pupil-Teacher Ratio*

As the term is used here, pupil-teacher ratio is the numerical ratio between total school enrollment and total number of professional staff members assigned to a school. This is about the same measure as "staffing ratio" expressed usually as number of professional personnel per 1,000 students. Pupil-teacher ratio is similar to class size in that both factors measure certain aspects of teacher load. However, since the determination of pupil-teacher ratio is based upon both teaching and nonteaching staff personnel, the measure of teacher load afforded by pupil-teacher ratio is less direct than that afforded by class size. In effect, the pupil-teacher ratio provides an indication of two factors: (1) the relative availability of professional staff members, and (2) per-pupil costs, assuming an equality of cost factors other than staff salaries.

The pupil-teacher ratio for each group of high schools of comparable size and organizational pattern is presented in Table 14. The data reveal the following: (1) Pupil-teacher ratio increases as school size increases, up to enrollments of 1,000 pupils; and (2) with one exception, pupil-teacher ratio increases as organizational patterns approach the three-year structure. The sole exception to the latter conclusion is in the five-year schools, which have a slightly lower pupil-teacher ratio than do the six-year schools. In all except the three-year schools,

TABLE 14

Median Pupil-Teacher Ratio in High Schools Grouped by Size and Grade Organizational Pattern

| School size (Pupils enrolled) | Pupil-teacher ratio in following organizational patterns: | | | | |
|---|---|---|---|---|---|
| | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
| 99 or fewer | 13.7 | 11.6 | 17.0 | | 12.0 |
| 100-249 | 20.1 | 18.2 | 22.0 | 17.6 | 20.4 |
| 250-499 | 24.4 | 22.4 | 24.5 | 21.1 | 23.9 |
| 500-999 | 26.1 | 23.7 | 24.8 | 23.5 | 25.0 |
| 1,000-1,499 | 26.6 | 22.8 | 25.1 | 24.2 | 25.1 |
| 1,500-1,999 | 26.2 | 23.1 | 24.5 | 25.2 | 25.0 |
| 2,000 or more | 26.0 | 23.8 | 24.8 | 26.4 | 25.6 |
| Region | 22.9 | 22.0 | 23.9 | 24.1 | 23.2 |

no substantial variation in pupil-teacher ratio occurs when enrollments exceed 1,000 pupils. In the three-year schools, the pupil-teacher ratio increases steadily as school enrollments increase. In general, these findings closely parallel the findings derived from the class size data.

### *Number of Pupils Taught Daily*

Table 15 shows that the average number of pupils taught daily in schools of each organizational pattern increases as school size increases, up to an enrollment of 1,000 pupils. Beyond that point, no significant variation in number of pupils taught daily occurs in schools of most organizational patterns. In the three-year schools, however, average daily pupil load continues to increase as school size increases up to enrollments of 2,000 or more pupils.

TABLE 15

Average Number of Pupils Taught Daily by Teachers in High Schools Grouped by Size and by Organizational Pattern

| School size (Pupils enrolled) | Average number of pupils taught daily in following organizational patterns: | | | | |
|---|---|---|---|---|---|
| | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
| 99 or fewer | 75 | 69 | 61 | | 72 |
| 100-249 | 97 | 91 | 72 | 72 | 91 |
| 250-499 | 114 | 110 | 91 | 105 | 107 |
| 500-999 | 129 | 113 | 101 | 101 | 114 |
| 1,000-1,499 | 136 | 111 | 114 | 113 | 119 |
| 1,500-1,999 | 141 | 113 | 125 | 115 | 122 |
| 2,000 or more | 133 | 117 | 123 | 121 | 124 |
| Region | 118 | 110 | 101 | 112 | 111 |

The pattern revealed by Table 15 is basically similar to that which is noted when other teacher load factors are analyzed. Teachers in small schools teach fewer pupils than teachers in larger schools. For example, assuming that each teacher teaches five classes per day, teachers in the smallest schools teach classes which average 12-15 pupils in size, while teachers in the largest schools teach classes which average 24-27 pupils in size. Since an average class enrollment of 25 pupils is generally accepted as optimum, it is evident that the smaller schools are far below the optimum level on the basis of this criterion.

It should be noted that Table 15 contains average data. In all probability, extremes exist both above and below the average. As indicated earlier, the total work load of a teacher includes factors other than pupil load. The low pupil load of teachers in smaller high schools may be more than offset by the burden of making five or six different preparations daily. Thus, when all factors are considered, the total work load of teachers in small high schools may be equal to the work loads of teachers in the largest high schools. However, the fact remains that small high schools are not deriving full benefit from their teaching personnel, in terms of teaching load, and as a consequence are less efficient and more costly. The teachers work as hard but do not have an equivalent chance for comparable effectiveness.

## SALARIES OF HIGH SCHOOL TEACHERS AND PRINCIPALS

On a percentage basis, greater progress has been made toward improving teachers' salaries in the eleven southern states than in any other region of the nation, but classroom teachers and other members of the instructional staff in the South still continue to earn less, on the average, than anywhere else in the nation. The salaries of all instructional personnel in the eleven southern states were only 80 per cent of the national average in 1962-63, but in 1939-40 they were only 57 per cent of the national average.* The average salary for high school teachers in the region in 1962-63 was also approximately 80 per cent of the national average.**

Not only is the southern region at a distinct disadvantage salary-wise in competing with other regions for qualified high school teachers, but very pronounced state salary differences exist within the region as well. As shown in Figure 8, the median annual salary received by high school teachers in 1962-63 ranged from $3,585 in Mississippi to $5,337 in Louisiana. The median annual salary of teachers in all eleven states combined was $4,467. Medians do not tell the whole story, however. Approximately 13 per cent of the region's high school teachers received salaries of $3,500 or less in 1962-63, and only 33 per cent of the teachers received more than $5,000. (See Table 16.)

Figure 9 shows the median annual salary received by high school principals in 1962-63 ranged from $5,136 in Arkansas to $8,688 in Louisiana. The median annual salary received by principals in all the states combined was $6,732. Only 3.2 per cent of all principals received more than $10,000 and approximately 32 per cent received $6,000 or less. (See Table 17.)

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* National Education Association, Research Division, *Economic Status of Teachers in 1962-63.* Research Report 1963-R9. Washington, D. C.: The Association, August, 1963, p. 5.

** National Education Association, Research Division. *Estimates of School Statistics,* 1963-64. Research Report 1963-R.16. Washington, D. C.: The Association, December. 1963, p. 24.

**FIGURE 8**

**MEDIAN ANNUAL SALARIES OF HIGH SCHOOL TEACHERS**

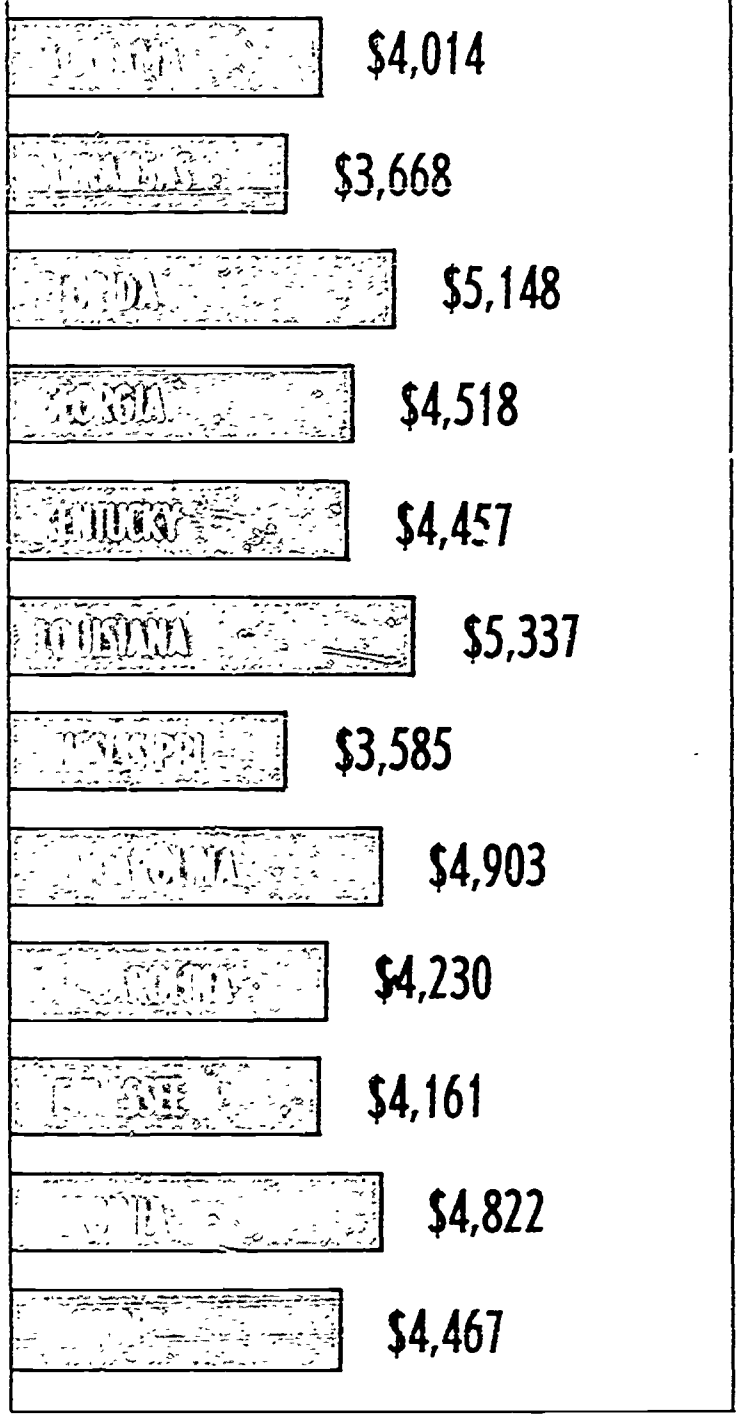



**FIGURE 9**

**MEDIAN ANNUAL SALARIES OF HIGH SCHOOL PRINCIPALS**

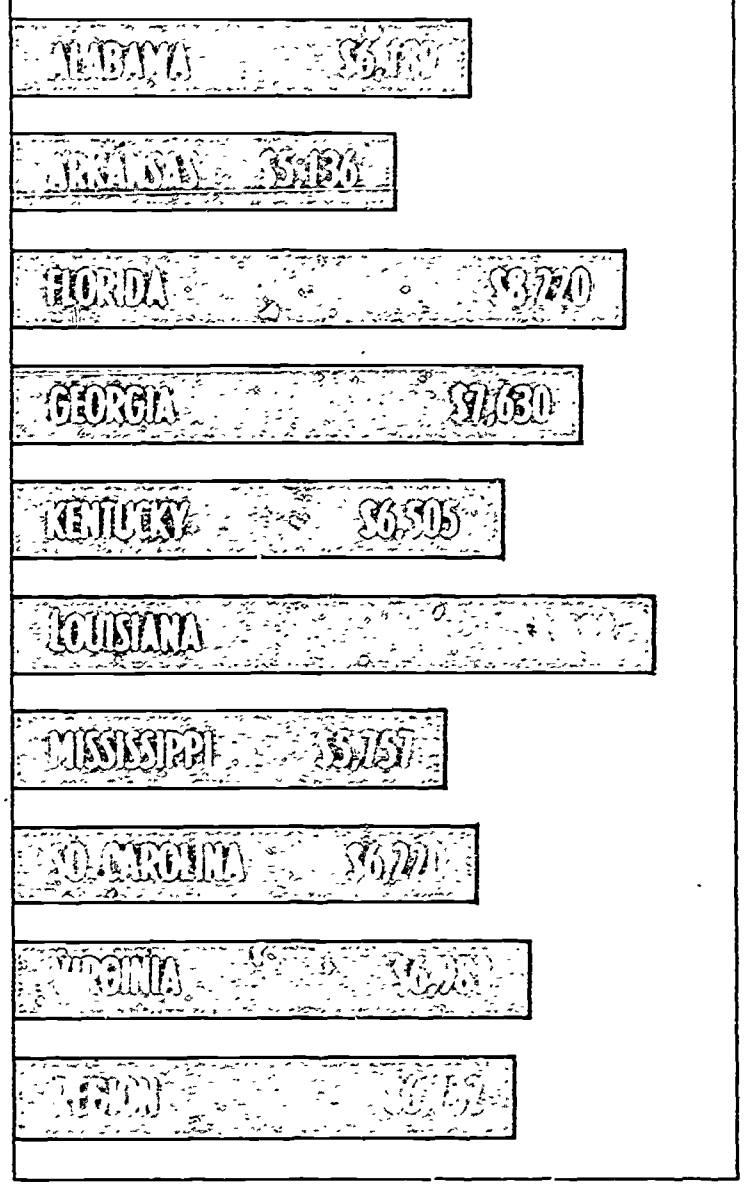


TABLE 16

Annual Salaries of High School Teachers by State

| State | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 8,674 | 1.0 | 1.0 | 11.6 | 35.7 | 24.6 | 12.2 | 8.1 | 4.8 | 0.7 | 0.1 | 0.1 | 0.1 |
| Arkansas | 6,083 | 2.5 | 9.0 | 28.7 | 29.1 | 14.3 | 8.7 | 4.2 | 2.3 | 0.7 | 0.2 | 0.2 | 0.1 |
| Florida | 19,643 | 5.0 | 1.2 | 1.2 | 7.4 | 14.7 | 15.8 | 15.9 | 13.0 | 10.4 | 6.7 | 3.3 | 5.4 |
| Georgia | 9,448 | 0.5 | 0.2 | 1.7 | 15.8 | 31.1 | 19.2 | 11.7 | 7.0 | 4.9 | 4.1 | 2.6 | 1.2 |
| Kentucky | 7,047 | 0.6 | 1.3 | 0.5 | 15.0 | 35.7 | 19.2 | 10.9 | 7.7 | 6.9 | 1.0 | 0.5 | 0.7 |
| Louisiana | 9,299 | 0.3 | 0.3 | 6.1 | 15.8 | 10.9 | 10.6 | 8.9 | 22.1 | 12.3 | 6.9 | 2.7 | 3.1 |
| Mississippi | 7,512 | 5.2 | 8.7 | 32.1 | 23.4 | 12.3 | 8.3 | 4.4 | 2.9 | 1.2 | 0.8 | 0.3 | 0.4 |
| North Carolina | 10,325 | 0.1 | 0.1 | 1.6 | 20.4 | 16.9 | 13.5 | 24.7 | 13.0 | 3.8 | 4.1 | 0.8 | 1.0 |
| South Carolina | 7,632 | 5.2 | 3.0 | 10.3 | 21.6 | 21.5 | 16.9 | 10.7 | 6.0 | 2.9 | 1.2 | 0.6 | 0.1 |
| Tennessee | 8,484 | 0.6 | 3.4 | 13.9 | 25.7 | 19.8 | 16.7 | 13.3 | 5.8 | 0.6 | | 0.1 | 0.1 |
| Virginia | 11,788 | 0.9 | 0.8 | 2.0 | 9.4 | 19.1 | 27.6 | 12.2 | 11.9 | 6.8 | 3.4 | 1.8 | 4.1 |
| Southern Region | 98,807 | 1.9 | 2.2 | 8.5 | 18.9 | 19.8 | 15.8 | 12.2 | 9.5 | 5.1 | 3.0 | 1.4 | 1.7 |

TABLE 17

Annual Salaries of High School Principals by State

| State | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 433 | | 2.8 | 5.8 | 12.5 | 18.9 | 26.5 | 15.0 | 7.6 | 6.5 | 3.7 | 0.5 | | | 0.2 |
| Arkansas | 483 | 14.7 | 12.6 | 17.8 | 18.0 | 19.4 | 8.1 | 4.3 | 3.5 | 0.8 | 0.2 | | 0.2 | 0.2 | 0.2 |
| Florida | 324 | 0.9 | | 0.6 | 0.3 | 1.5 | 5.6 | 6.5 | 12.1 | 17.6 | 11.1 | 12.7 | 4.9 | 26.2 | |
| Georgia | 412 | 0.7 | | 0.7 | 0.7 | 2.4 | 6.1 | 18.7 | 17.2 | 13.4 | 12.6 | 7.8 | 5.8 | 5.1 | 9.5 |
| Kentucky | 359 | | 1.4 | 1.1 | 4.7 | 25.6 | 17.0 | 20.6 | 12.0 | 9.2 | 2.8 | 1.7 | 3.3 | 0.6 | |
| Louisiana | 501 | | 0.2 | | 0.2 | 0.4 | 1.8 | 3.8 | 7.6 | 12.6 | 13.0 | 27.7 | 17.7 | 6.6 | 8.4 |
| Mississippi | 428 | 1.4 | 5.4 | 11.0 | 19.6 | 24.5 | 15.2 | 10.7 | 4.9 | 3.3 | 2.6 | 0.7 | | | 0.7 |
| North Carolina | | | | | | | NOT AVAILABLE | | | | | | | | |
| South Carolina | 303 | 1.7 | 3.3 | 10.2 | 12.5 | 16.5 | 13.2 | 13.6 | 11.6 | 9.6 | 4.0 | 1.7 | 1.0 | 1.0 | 0.1 |
| Tennessee | | | | | | | NOT AVAILABLE | | | | | | | | |
| Virginia | 376 | 0.3 | | 0.5 | 2.1 | 7.2 | 17.6 | 23.1 | 14.6 | 8.8 | 6.4 | 3.7 | 5.1 | 2.9 | 7.7 |
| Southern Region | 3,619 | 2.5 | 3.1 | 5.5 | 3.1 | 12.9 | 12.1 | 12.5 | 9.7 | 8.7 | 6.3 | 6.7 | 4.4 | 4.3 | 3.2 |

## SUMMARY OF FINDINGS

Data relating to various factors which have some bearing on the quality of teaching in southern high schools have been analyzed. The highlights of the analysis are summarized in the following paragraphs:

*Qualifications of the Instructional Staff*

1. **Nearly all (98 per cent) of the teachers in southern high schools hold a bachelor's degree.** This is the minimum level of teaching required by most states for a "standard" teaching certificate.

2. **Only 25 per cent of the teachers have a master's degree or above.** The region has a long way to go in achieving the goal of each high school teacher's holding the master's degree as a minimum.

3. **Seventy-seven per cent of the high school principals hold at least the master's degree. Approximately 68 per cent of the guidance counselors and 34 per cent of the librarians hold the master's degree or above.**

4. **The college preparation of high school teachers correlates positively with the size of the school in which they teach.** The larger the high school the better chance a pupil has to be instructed by a teacher with an advanced degree and the less chance to be instructed by a teacher without a college degree.

5. **The level of professional training of the high school teachers is directly related to the per pupil expenditures for teachers' salaries.** The higher the per pupil expenditure within a given school size category, the higher the percentage of teachers holding a master's degree and the lower is the percentage of teachers holding less than a bachelor's degree.

6. **The grade organizational pattern of the high school bears a positive relationship to the level of college preparation of the teachers.** The three-year schools have a higher percentage of teachers holding college degrees. both bachelor's and advanced, than do schools of other organizational patterns and comparable enrollment size. The five-year schools have a smaller percentage of teachers with less than a bachelor's degree than do schools of other organizational patterns.

7. **Each southern state has a large core of experienced high school teachers.** Teaching experience varies widely, however, among teachers in schools of all sizes and grade organizational patterns.

8. **The size of the high school bears little relationship to the level of experience of the teachers, but teaching experience relates to some extent to the grade organizational pattern of the high school.** Teachers in the three-year schools are more experienced than teachers in schools of comparable size in other grade organizational patterns. Teachers in five-year schools have less teaching experience than teachers in schools of other grade organizational patterns.

9. **A negative relationship exists between school size and the percentage of pupils taught by noncertificated teachers.** As enrollments increase, the percentage of pupils taught by teachers without certificate endorsement for the subject taught decreases.

10. **The chance for a high school pupil to be taught by a noncertificated teacher depends to some extent upon the grade organizational pattern of the school.** The percentage of pupils taught by noncertificated teachers is smallest in the three-year schools, followed in order by the four-year schools, the five-year schools, and the six-year schools.

11. **A negative relationship exists between the per pupil expenditure for instructional salaries and the percentage of pupils taught by noncertificated teachers.** Of the two factors—

school size and per pupil expenditure—larger enrollment seems to be a more significant factor in reducing the percentage of pupils taught by non-certificated teachers.

### *Working Conditions of Teachers*

12. **More than 50 per cent of all high school classes in each of the eleven states can be classified as either too small for the most efficient staff utilization or too large to promote maximum staff effectiveness.** Generally authorities recommend an average class size of 25 pupils within a size-range of from 20 to 30 pupils.

13. **A positive relationship exists between school enrollment size and class size in schools of each organizational pattern, up to enrollments of 1,000 pupils.** Little variation in class size is noted in schools with enrollments above 1,000 pupils. The greatest variation in class size occurs in schools which enroll fewer than 500 pupils. Class size is more stable in the three-year schools than in schools of other grade organizational patterns.

14. **The class-size problem areas in southern high schools are the areas of language arts, science, mathematics, and social studies.** More than one-third of the classes taught in each of these four areas in the southern region contain more than 30 pupils.

15. **A positive relationship exists between school size and pupil-teacher ratio in schools of each grade organizational pattern, up to enrollments of 1,000 pupils.** Except in the three-year schools, no appreciable increase in pupil-teacher ratio occurs when enrollments exceed 1,000 pupils. In the three-year schools, pupil-teacher ratio continues to increase as enrollments increase to 2,000 or more pupils.

16. **On the measure of total teaching load, small high schools are not deriving full benefit from their teaching personnel.** The smallest high schools teach classes which average 12-15 pupils in size, whereas teachers in the largest schools teach classes which average 24-27 pupils in size. The average number of pupils assigned daily to each teacher ranges from 72 pupils in the smallest size category of schools to 124 pupils in the largest schools.

17. **Salaries of classroom teachers, principals, and other instructional personnel in the South are not competitive with salaries paid elsewhere in the nation.** The average salary of all instructional personnel in the eleven states was only 80 per cent of the national average in 1962-63. The average salary for high school teachers in the region was also approximately 80 per cent of the national average.

CHAPTER 5



# Program of Curricular Offerings

THE ADEQUACY of school instructional programs is largely dependent upon the breadth or scope of the program of curricular offerings. This factor is measurable in terms of the number and variety of subject areas and courses available to school pupils. Although scope is not presumed to be synonymous with quality, the two terms are closely related as they apply to school programs.

In this study, various elements of the program of course offerings were tabulated for each state and were examined separately in an effort to determine their relationship to school size and grade organizational pattern. In order to insure a valid comparison of curricular program adequacy on the basis of school size and grade organizational pattern, only courses offered above the eighth grade level were included.

## TOTAL COURSE OFFERINGS

For purposes of this study, course offerings were classified according to the following subject areas: English, mathematics, science, social studies, foreign languages, agriculture, art, business education, home economics, industrial arts, music, physical education, and vocational. Although commonly labeled as vocational, courses in agriculture, business education, and home economics were listed under separate headings because they were more frequently offered than other vocational courses. The remaining vocational courses, consisting primarily of trade and industrial training, diversified occupations, and distributive education, were grouped in the "vocational" category. The criterion of training in a saleable skill was not pertinent at this point. Courses in the categories of English, mathematics, science, social studies, and foreign languages were designated "academic." Courses in all other subject areas were designated "nonacademic."

No attempt was made to reconcile differences in the amounts of Carnegie credit assigned to various courses by different schools. Rather, all courses offered were assigned an equal value of *one*, regardless of the amount of Carnegie units of credit involved. For example, if a school offered four courses in mathematics, the number *four* was recorded, even though the Carnegie credit value may have been different for each course. By this means it was possible to maintain consistency in the treatment of this factor.

The data show that opportunities for youth to enroll in courses in the various subject areas vary among the states. For example, 47.9 per cent of the high school pupils in Mississippi attend high schools offering fewer than four course units in science as compared with only 5 per cent of the high school pupils in Virginia. (See Table 46, p. 107.) Approximately 41 per cent of the Mississippi high school pupils attend high schools which offer no foreign language as compared with less than 1 per cent of the pupils in North Carolina. (See Table 43, p. 105.) The modal number of course units offered in each subject area by state is shown in Table 18.

Far too many southern youth, with the ability and interest to profit therefrom, do not have the opportunity to elect the variety of courses necessary to their academic, vocational, and avocational needs. As shown in Table 19, 13 per cent of the high school pupils in grades 9-12 attend schools offering no foreign language, 57 per cent have no opportunity to take a course in art, 14 per cent are being denied a music course, and 38 per cent have no course offerings in industrial arts. The fact that 59 per cent are in schools which offer no courses in trade and industrial education is impossible to reconcile with the pronounced shift in the patterns of gainful employment in the southern states (See Chapter 2.)

As shown in Table 20 and Table 21, wide variations exist in the total number of courses available to high school pupils in the eleven states. For example, more than 70 per cent of the high schools in Arkansas, enrolling approximately 40 per cent of the pupils, offer 30 or fewer courses. Less than 5 per cent of the high schools of Virginia, enrolling less than 1 per cent of the pupils, offer 30 or fewer courses. In Florida 75 per cent of the high school pupils are in schools which offer more than 50 courses, whereas the comparable percentage of Mississippi high school pupils is 4 per cent.

TABLE 18

Modal Number of Course Units Offered by Subject Area in High Schools, by State

| State | Language Arts | Social Studies | Math | Science | Foreign Lang. | Art | Music | Home Econ. | Agric. | Indus. Arts | Trades and Ind. | Bus. Educ. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 4 | 4 | 5 | 4 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 4 |
| Arkansas | 4 | 4 | 6 | 4 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 |
| Florida | 4 | 4 | 10 | 10 | 10 | 0 | 6 | 3 | 0 | 3 | 0 | 10 |
| Georgia | 4 | 4 | 6 | 4 | 2 | 0 | 2 | 3 | 0 | 0 | 0 | 6 |
| Kentucky | 5 | 5 | 6 | 4 | 2 | 0 | 1 | 3 | 0 | 0 | 0 | 5 |
| Louisiana | 4 | 4 | 6 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 |
| Mississippi | 4 | 4 | 5 | 4 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 4 |
| North Carolina | 4 | 5 | 6 | 4 | 2 | 0 | 2 | 3 | 4 | 0 | 0 | 5 |
| South Carolina | 4 | 4 | 6 | 4 | 2 | 0 | 2 | 3 | 3 | 0 | 0 | 5 |
| Tennessee | 4 | 4 | 5 | 4 | 2 | 0 | 3 | 3 | 0 | 0 | 0 | 5 |
| Virginia | 5 | 5 | 6 | 5 | 4 | 0 | 2 | 4 | 0 | 0 | 0 | 10 |
| Region | 4 | 4 | 5 | 4 | 2 | 0 | 2 | 3 | 0 | 0 | 0 | 5 |

TABLE 19

Percentage of High School Pupils in Grades 9-12 Who Have No Opportunity to Take a Course in Selected Subject Areas, by State

| State | Per cent of high school pupils in grades 9-12 to whom no course units are available in following subjects: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Social Studies | Math | Science | Foreign Lang. | Art | Music | Home Econ. | Agriculture | Industrial Arts | T & I Educ. | Business Education |
| Alabama | | | | 26.3 | 61.4 | 28.1 | 1.0 | 48.2 | 59.0 | 55.1 | 3.4 |
| Arkansas | | | 0.1 | 35.5 | 79.8 | 26.5 | 6.3 | 39.8 | 60.6 | 77.4 | 5.7 |
| Florida | | | 0.1 | 7.4 | 25.4 | 2.3 | 0.6 | 52.4 | 13.9 | 76.1 | 0.4 |
| Georgia | | | | 2.7 | 55.7 | 14.8 | 1.2 | 45.4 | 32.2 | 71.3 | 0.5 |
| Kentucky | | | 0.6 | 12.2 | 44.9 | 8.7 | 4.2 | 45.9 | 37.3 | 72.0 | 1.1 |
| Louisiana | | | | 26.4 | 63.1 | 6.1 | 0.8 | 56.5 | 31.9 | 70.1 | 5.3 |
| Mississippi | 0.9 | 0.8 | 2.9 | 40.9 | 83.7 | 25.3 | 3.7 | 47.0 | 60.2 | 72.2 | 3.7 |
| North Carolina | 0.1 | | 0.1 | 0.9 | 76.0 | 19.7 | 1.3 | 34.6 | 53.0 | 65.1 | 0.6 |
| South Carolina | 0.9 | 0.2 | 2.6 | 7.2 | 73.5 | 13.0 | 5.4 | 32.2 | 40.4 | 41.7 | 2.7 |
| Tennessee | 0.6 | 0.5 | 0.5 | 12.8 | 60.5 | 18.2 | 2.4 | 44.3 | 34.0 | 60.4 | 0.6 |
| Virginia | | | | 0.9 | 26.2 | 4.4 | 1.5 | 59.6 | 20.5 | 38.6 | 1.2 |
| Region | 0.2 | 0.1 | 0.5 | 13.0 | 56.8 | 14.3 | 2.3 | 46.2 | 38.4 | 59.2 | 1.9 |

TABLE 20

Percentage Distribution of High Schools by Number of Grade 9-12 Course Units Offered in All Subjects by State

| State | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| Alabama | 433 | 4.8 | 21.2 | 34.9 | 17.8 | 10.6 | 4.4 | 3.5 | 1.4 | 0.5 | 0.5 | 0.2 | | | 0.2 |
| Arkansas | 483 | 22.6 | 30.2 | 17.6 | 13.5 | 9.5 | 2.7 | 1.2 | 1.1 | 0.4 | 0.4 | | 0.4 | | 0.4 |
| Florida | 334 | 4.8 | 5.1 | 13.1 | 10.1 | 12.0 | 8.7 | 9.9 | 3.0 | 4.5 | 4.2 | 4.8 | 3.3 | 3.9 | 12.6 |
| Georgia | 412 | 0.2 | 2.4 | 21.9 | 24.5 | 23.3 | 8.8 | 6.6 | 5.8 | 2.9 | 2.2 | 0.5 | 0.2 | 0.2 | 0.5 |
| Kentucky | 359 | 5.0 | 9.5 | 18.7 | 19.8 | 19.2 | 11.1 | 6.1 | 4.7 | 1.9 | 1.4 | 0.6 | 0.6 | 0.8 | 0.6 |
| Louisiana | 501 | 0.6 | 8.8 | 21.4 | 20.8 | 25.7 | 10.5 | 3.8 | 3.2 | 1.2 | 0.6 | 1.4 | 0.4 | 0.6 | 1.0 |
| Mississippi | 428 | 15.0 | 35.5 | 28.0 | 12.6 | 5.8 | 1.4 | 0.5 | 0.7 | 0.5 | | | | | |
| North Carolina | 650 | 2.3 | 10.3 | 22.2 | 27.1 | 21.7 | 8.5 | 3.4 | 2.9 | 0.9 | 0.5 | 0.2 | | | |
| South Carolina | 355 | 1.4 | 16.9 | 25.3 | 21.1 | 16.1 | 9.9 | 5.1 | 1.9 | 1.7 | | | 0.6 | | |
| Tennessee | 445 | 10.1 | 17.5 | 18.2 | 16.0 | 16.4 | 9.9 | 6.1 | 3.2 | 0.7 | 1.3 | 0.2 | 0.2 | 0.2 | |
| Virginia | 376 | 1.1 | 1.1 | 2.7 | 11.4 | 14.6 | 17.8 | 12.8 | 12.0 | 9.8 | 4.5 | 3.7 | 3.5 | 3.2 | 1.8 |
| Southern Region | 4,776 | 6.3 | 14.8 | 20.8 | 18.7 | 15.7 | 8.3 | 5.0 | 3.5 | 2.1 | 1.3 | 0.9 | 0.7 | 0.6 | 1.3 |

TABLE 21

Percentage Distribution of High School Pupils in Grades 9-12 by Total Number of Course Units Available by State

| State | Number of pupils in grades 9-12 | Per cent of high school pupils with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| Alabama | 162,290 | 1.3 | 9.8 | 22.7 | 15.7 | 17.1 | 10.9 | 11.3 | 4.5 | 1.8 | 2.5 | 1.3 | | | 1.1 |
| Arkansas | 98,870 | 7.7 | 17.4 | 15.3 | 17.2 | 17.4 | 5.4 | 4.3 | 4.0 | 1.8 | 3.0 | | 2.2 | | 4.3 |
| Florida | 217,826 | 0.4 | 0.7 | 2.6 | 2.8 | 5.2 | 5.1 | 8.4 | 3.4 | 6.1 | 6.8 | 8.8 | 6.2 | 9.2 | 34.3 |
| Georgia | 186,244 | 0.1 | 1.3 | 9.7 | 13.8 | 21.9 | 11.2 | 11.3 | 12.9 | 5.7 | 7.3 | 1.6 | 0.3 | 1.0 | 1.9 |
| Kentucky | 150,479 | 1.7 | 3.0 | 8.8 | 13.8 | 18.5 | 14.6 | 10.4 | 10.8 | 5.4 | 3.7 | 1.6 | 2.3 | 3.1 | 2.3 |
| Louisiana | 154,227 | 0.1 | 4.6 | 10.8 | 14.0 | 16.8 | 15.2 | 7.5 | 9.2 | 3.8 | 2.3 | 5.5 | 1.4 | 2.9 | 5.9 |
| Mississippi | 114,548 | 6.7 | 26.5 | 26.0 | 18.8 | 11.5 | 4.1 | 2.1 | 2.4 | 1.9 | | | | | |
| North Carolina | 256,194 | 0.6 | 3.8 | 11.7 | 21.3 | 26.1 | 15.5 | 7.8 | 8.4 | 3.4 | 1.3 | 0.1 | | | |
| South Carolina | 142,770 | 1.3 | 6.3 | 14.8 | 18.7 | 21.2 | 14.4 | 11.8 | 6.2 | 5.2 | 1.1 | | 1.0 | | |
| Tennessee | 188,112 | 2.1 | 5.9 | 10.1 | 13.4 | 21.1 | 16.9 | 13.5 | 8.6 | 2.0 | 4.2 | 0.5 | 0.7 | 1.0 | |
| Virginia | 201,713 | 0.1 | 0.1 | 0.5 | 3.1 | 6.5 | 9.6 | 9.8 | 12.8 | 12.2 | 8.2 | 8.5 | 12.3 | 10.9 | 5.4 |
| Southern Region | 1,873,273 | 1.5 | 5.8 | 11.0 | 13.4 | 16.8 | 11.6 | 9.3 | 7.8 | 4.8 | 3.9 | 2.9 | 2.6 | 2.9 | 5.7 |

More than 75 per cent of the high schools in the entire southern region—involving a combined total enrollment of 900,000 pupils—offer 40 or fewer courses. Only 30 per cent of the southern youth are enrolled in schools which offer at least 50 courses, which is near the minimum number of courses recommended for an adequate high school program as discussed in a subsequent section of this chapter.

### *Course Offerings, School Size, and Grade Organizational Pattern*

Data on the total course offerings of the high schools grouped by size and grade organizational pattern are shown in Tables 27 through 31, pages 98-99, and are highlighted in Figure 10. For purposes of comparison, only courses offered above the eighth grade level are included.

The number of courses offered varies widely within each grade organizational pattern, and increases at successively higher enrollment levels regardless of organizational pattern. Except in the smallest schools, the three-year schools offer more courses than do schools of other organizational patterns and comparable size ranges, followed in order by the five-year schools, the four-year schools, and the six-year schools.

*Courses offered per grade.* A comparison of the schools on the basis of the average number of courses offered per grade level, by organizational pattern and school size, is shown in Table 22. The pattern revealed is remarkably consistent, with the three-year schools holding a decided edge in the number of courses offered at every enrollment level, followed in order by the five-year schools, the four-year schools, and the six-year schools. The only exception to this trend is in the largest four-year schools, which offer an average of 18.6 courses per grade level as compared with an average of 16.1 courses offered by the five-year schools. The number of courses offered by schools of all organizational patterns increases steadily as school size increases, although the rate of increase is more pronounced in the three-year schools. The six-year

schools are decidedly inferior on the basis of the average number of courses offered per grade level.

*Course offerings and per pupil expenditure.* The per pupil expenditure for instructional salaries in-

## FIGURE 10

**MEDIAN NUMBER OF COURSE UNITS OFFERED IN HIGH SCHOOLS GROUPED BY SIZE AND GRADE ORGANIZATIONAL PATTERN**

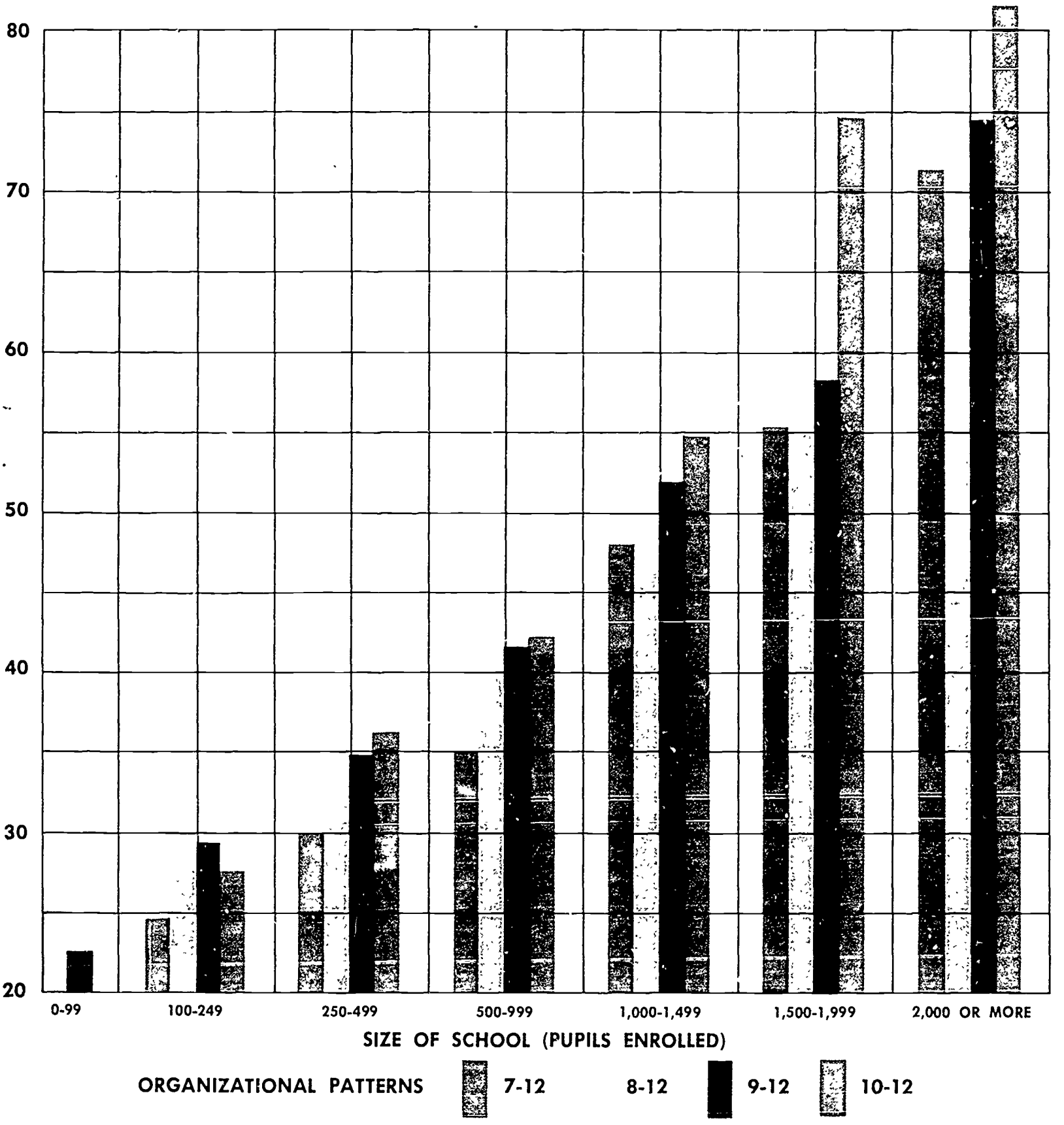


TABLE 22
Average Numbe· of Courses Per Grade Level Offered in High Schools Grouped by Size and by Grade Organizational Pattern

| Grade Organizational Pattern | Average number of courses per grade level offered in high schools in following categories of pupils enrolled: | | | | | | |
|---|---|---|---|---|---|---|---|
| | 99 or fewer | 100-249 | 250-499 | 500-999 | 1,000-1,499 | 1,500-1,999 | 2,000 or more |
| Grades 7-12 | 5.0 | 6.2 | 7.3 | 8.8 | 11.9 | 13.9 | 17.6 |
| Grades 8-12 | 6.4 | 8.1 | 9.5 | 10.6 | 13.4 | 15.4 | 16.1 |
| Grades 9-12 | 5.6 | 7.2 | 8.7 | 10.4 | 12.8 | 14.5 | 18.6 |
| Grades 10-12 | 6.7 | 9.3 | 12.0 | 14.2 | 18.5 | 24.8 | 27.0 |

fluences to some extent the number of course units available in a high school. When the high schools of the region are grouped by size and by fairly narrow per pupil expenditure ranges, the effect of the expenditure factor is seen readily. For example, high schools with an enrollment of 1,500 or more pupils in the $300 to $349 per pupil expenditure range provide almost four times as many courses as do the high schools with an enrollment of fewer than 100 pupils and with a comparable per pupil expenditure. (See Table 23.) High schools with 500-999 pupils in the $300 to $349 per pupil expenditure range provide an average of 10 more courses than do high schools of comparable size which spend $150 to $199 per pupil.

### *Lines of Regression*

By the process of linear regression, lines of "best fit" can be used as an additional means of identifying the relationship between school size and the extent of curricular offerings available. In this study, lines of best fit were derived by the method of least squares according to the following linear regression equation:

$$\tilde{Y} = a + bX$$

$$\text{where} \quad b = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{N\Sigma X^2 - (\Sigma X)^2}$$

$$\text{and} \quad a = \overline{Y} - b\overline{X}$$

These data are displayed in Figures 11, 12, 13, and 14.

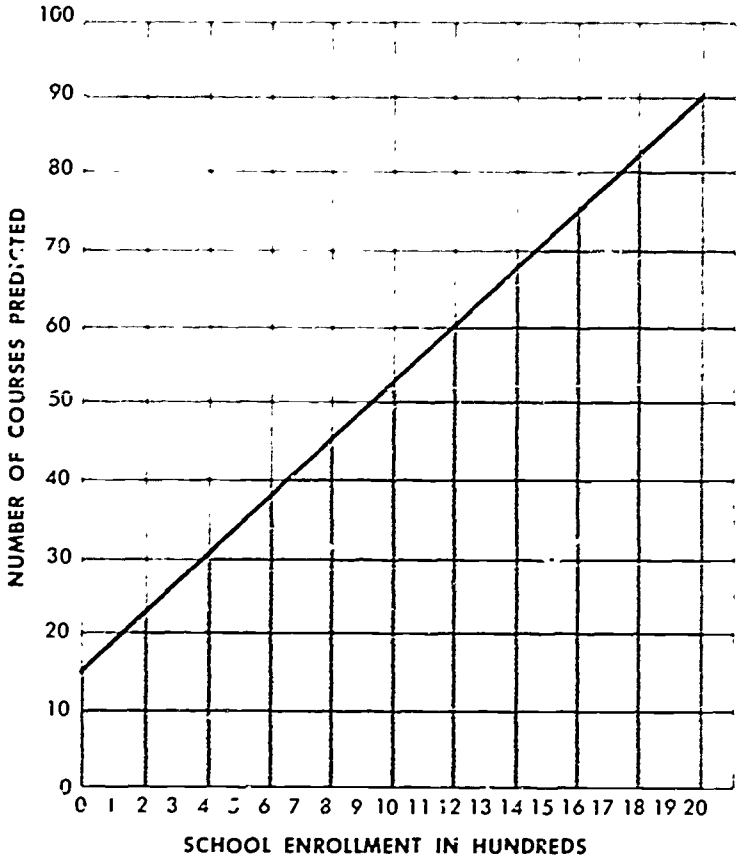
Lines of regression make it possible to predict or anticipate the number of courses offered by schools of any enrollment size and type of organiza-

TABLE 23
Average Number of Course Units Offered in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Average number of course units offered in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | 19 | 18 | 18 | 20 | 21 | 23 | 21 | 28 | 28 | 27 |
| 100-249 | 23 | 25 | 27 | 28 | 31 | 32 | 32 | 30 | 30 | 28 |
| 250-499 | 27 | 31 | 35 | 38 | 35 | 36 | 35 | 36 | 39 | 57 |
| 500-999 | 34 | 38 | 45 | 45 | 48 | 46 | 48 | 56 | | 44 |
| 1,000-1,499 | 43 | 48 | 56 | 63 | 66 | | | | | |
| 1,500-1,999 | 48 | 61 | 66 | 80 | 77 | 78 | | | | |
| 2,000 or more | 61 | 70 | 82 | 79 | | 72 | | | | |
| Southern Region | 30 | 34 | 39 | 38 | 32 | 33 | 31 | 30 | 30 | 28 |

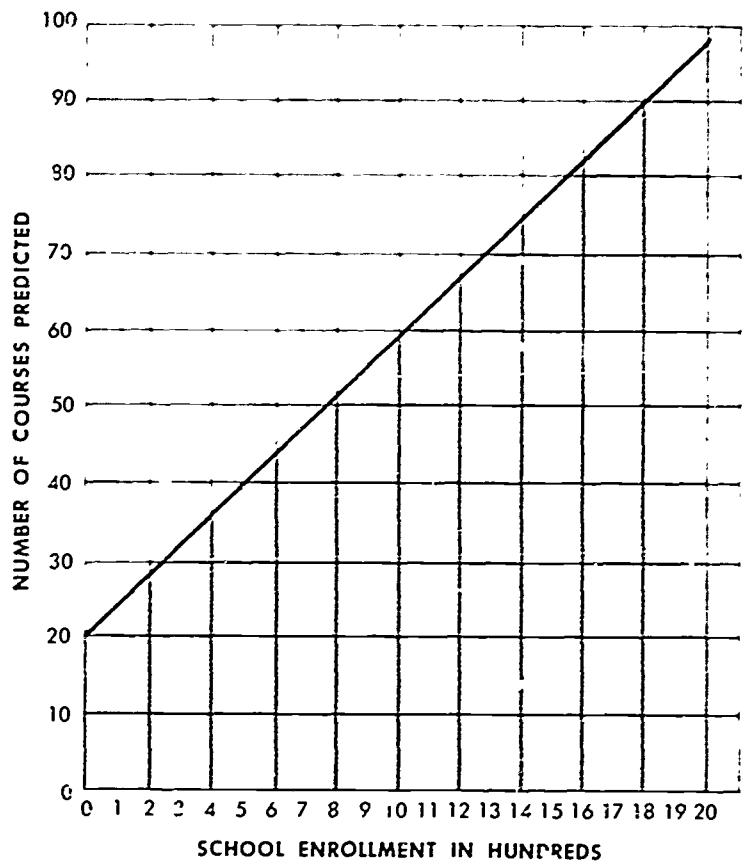
## FIGURE 11

NUMBER OF COURSES PREDICTED IN GRADES NINE THROUGH TWELVE FOR SCHOOLS ORGANIZED FOR GRADES SEVEN THROUGH TWELVE, BY ENROLLMENT



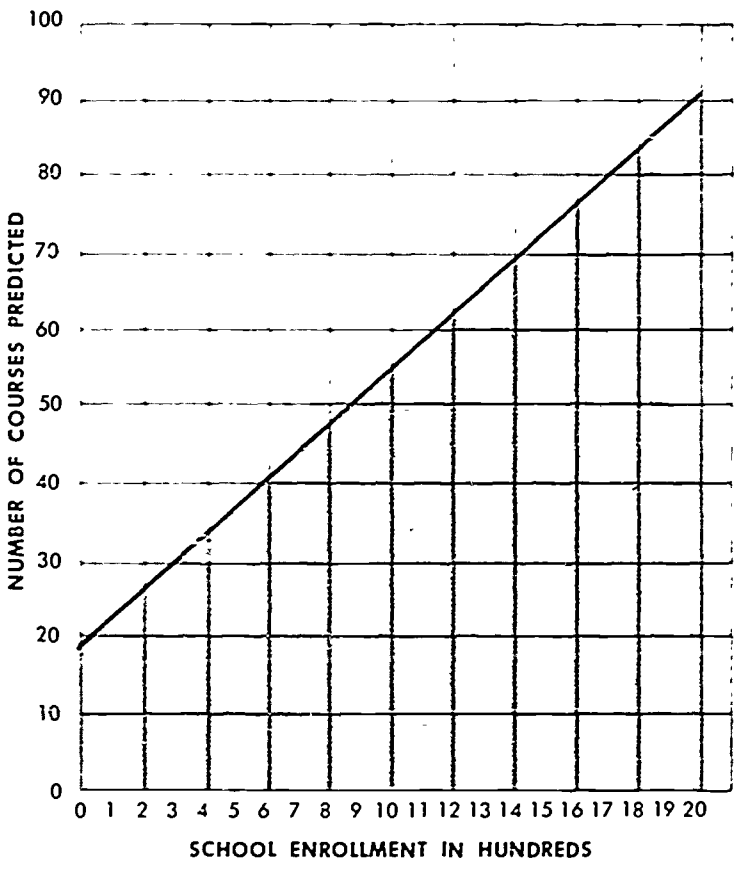

## FIGURE 12

NUMBER OF COURSES PREDICTED IN GRADES NINE THROUGH TWELVE FOR SCHOOLS ORGANIZED FOR GRADES EIGHT THROUGH TWELVE, BY ENROLLMENT



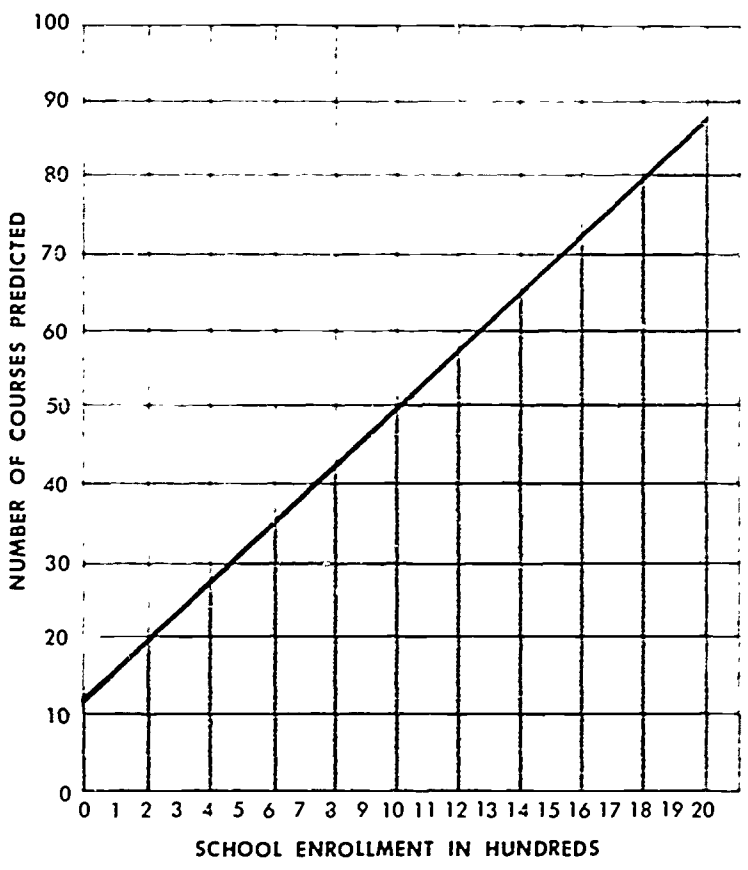

## FIGURE 13

NUMBER OF COURSES PREDICTED FOR SCHOOLS ORGANIZED FOR GRADES NINE THROUGH TWELVE, BY ENROLLMENT




## FIGURE 14

NUMBER OF COURSES PREDICTED FOR SCHOOLS ORGANIZED FOR GRADES TEN THROUGH TWELVE, BY ENROLLMENT



tional pattern, on the basis of curricular programs which exist in southern high schools. These lines have value as guidelines for comparing curricular programs in a given high school with current practice, and for anticipating the number of courses which might be expected in reorganizing small schools into one school of a given size.

## COURSE OFFERINGS BY SUBJECT AREAS

Table 24 shows the modal pattern of academic offerings available in all schools studied, by school size and organizational pattern. Almost without exception, a consistent increase in the modal number of courses offered in all academic areas occurs at successively higher enrollment levels, in schools of all organizational patterns. This relationship is most strikingly illustrated by the stepwise increase in the number of mathematics courses offered by six-year high schools as enrollments increase. Similar patterns exist in almost every academic subject area, although less pronounced in certain areas.

With the exception of the three-year schools, social studies courses show less fluctuation in modal pattern than courses in other academic areas. The modal number of social studies courses offered in the three-year schools ranges from two in the smallest schools to seven in the largest schools, whereas in schools of other organizational patterns the range is from four to six.

The modal pattern of English courses shows surprisingly large increases as school size increases. In all except the three-year schools, the modal number offered by schools in the largest enrollment category is approximately double the number offered by schools in the smallest enrollment category. The ratio is three to one in the three-year schools. Course offerings in the area of science increase consistently in number as enrollments increase.

Foreign language courses, although academic in nature, appear to be considered less vital a part of the curriculum than the more basic academic subjects such as English and mathematics. Consequently, foreign languages are frequently omitted from the curricular program—or at least minimized—when circumstances necessitate restricting the program of course offerings. This condition is illustrated in Table 24. The modal pattern does not show substantial increases until enrollments of 1,000 or more pupils are reached. In each organizational pattern, the greatest number of foreign lan-

TABLE 24

Modal Pattern of "Academic" Courses Offered in High Schools Grouped by Size and by Grade Organizational Pattern

| School size (Pupils enrolled) | Modal pattern in number of courses offered in following subject areas by grade organization: | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | English | | | | Mathematics | | | | Science | | | | Social Studies | | | | Foreign Languages | | | |
| | Gr. 7-12 | Gr. 8-12 | Gr. 9-12 | Gr. 10-12 | Gr. 7-12 | Gr. 8-12 | Gr. 9-12 | Gr. 10-12 | Gr. 7-12 | Gr. 8-12 | Gr. 9-12 | Gr. 10-12 | Gr. 7-12 | Gr. 8-12 | Gr. 9-12 | Gr. 10-12 | Gr. 7-12 | Gr. 8-12 | Gr. 9-12 | Gr. 10-12 |
| 99 or fewer | 4 | 4 | 4 | 3 | 2 | 3 | 3 | 1 | 2 | 4 | 3 | 3 | 4 | 4 | 4 | 2 | 0 | 2 | 0 | 0 |
| 100-249 | 4 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 0 | 2 | 2 | 2 |
| 250-499 | 4 | 5 | 4 | 5 | 4 | 6 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 1 | 2 | 2 | 3 |
| 500-999 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 5 | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 2 | 3 | 4 | 4 |
| 1,000-1,499 | 6 | 6 | 6 | 7 | 6 | 6 | 7 | 6 | 5 | 5 | 4 | 4 | 5 | 5 | 6 | 5 | 4 | 5 | 6 | 8 |
| 1,500-1,999 | 7 | 7 | 7 | 9 | 6 | 8 | 7 | 8 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 8 | 7 | 9 |
| 2,000 or more | 8 | 7 | 8 | 16 | 8 | 8 | 7 | 12 | 7 | 6 | 5 | 7 | 6 | 6 | 6 | 7 | 8 | 9 | 10 | 12 |

guage courses is offered by the largest schools, as is the case with all academic subjects.

The modal pattern of nonacademic courses offered, by school size and organizational pattern, is shown in Table 25. Except for courses in business education, home economics, and agriculture, courses in nonacademic areas are virtually nonexistent in schools enrolling fewer than 500 pupils. Courses in art, industrial arts, and vocational areas tend to be found when enrollments reach 1,000; and added

TABLE 25

Modal Pattern of Number of "Nonacademic" Courses Offered in High Schools Grouped by Size and by Grade Organizational Pattern

| School size (Pupils enrolled) | Modal number of courses offered in following subject areas: | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Agriculture | Art | Business Education | Home Economics | Industrial Arts | Music | Health and Physical Education | Trade and Industrial Education* |
| *Grade 7-12* | | | | | | | | |
| 99 or fewer | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 0 |
| 100-249 | 3 | 0 | 3 | 3 | 0 | 0 | 1 | 0 |
| 250-499 | 3 | 0 | 4 | 3 | 0 | 1 | 1 | 0 |
| 500-999 | 3 | 0 | 4 | 3 | 0 | 1 | 2 | 1 |
| 1,000-1,499 | 0 | 1 | 5 | 3 | 3 | 2 | 2 | 2 |
| 1,500-1,999 | 0 | 2 | 7 | 3 | 4 | 4 | 2 | 1 |
| 2,000 or more | 0 | 3 | 7 | 4 | 6 | 4 | 2 | 2 |
| *Grade 8-12* | | | | | | | | |
| 99 or fewer | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| 100-249 | 3 | 0 | 4 | 3 | 0 | 0 | 1 | 0 |
| 250-499 | 4 | 0 | 5 | 4 | 0 | 1 | 2 | 0 |
| 500-999 | 3 | 0 | 5 | 4 | 2 | 2 | 3 | 2 |
| 1,000-1,499 | 0 | 2 | 7 | 3 | 4 | 2 | 3 | 2 |
| 1,500-1,999 | 0 | 2 | 7 | 4 | 3 | 5 | 3 | 3 |
| 2,000 or more | 0 | 4 | 9 | 4 | 3 | 5 | 2 | 2 |
| *Grade 9-12* | | | | | | | | |
| 99 or fewer | 1 | 0 | 3 | 2 | 0 | 0 | 1 | 0 |
| 100-249 | 4 | 0 | 4 | 3 | 0 | 0 | 1 | 0 |
| 250-499 | 4 | 0 | 5 | 3 | 0 | 2 | 1 | 0 |
| 500-999 | 4 | 0 | 5 | 3 | 1 | 2 | 2 | 1 |
| 1,000-1,499 | 0 | 2 | 6 | 3 | 3 | 3 | 2 | 3 |
| 1,500-1,999 | 0 | 2 | 7 | 3 | 3 | 3 | 3 | 4 |
| 2,000 or more | 0 | 3 | 10 | 4 | 4 | 4 | 2 | 5 |
| *Grade 10-12* | | | | | | | | |
| 99 or fewer | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 0 |
| 100-249 | 2 | 0 | 4 | 3 | 0 | 0 | 1 | 0 |
| 250-499 | 1 | 0 | 6 | 2 | 1 | 1 | 1 | 2 |
| 500-999 | 0 | 0 | 6 | 3 | 3 | 2 | 2 | 2 |
| 1,000-1,499 | 0 | 2 | 8 | 3 | 3 | 4 | 2 | 3 |
| 1,500-1,999 | 0 | 3 | 11 | 4 | 5 | 5 | 3 | 4 |
| 2,000 or more | 0 | 4 | 11 | 3 | 7 | 6 | 6 | 2 |

* Includes Distributive Education.

numbers of music courses appear at this enrollment level and beyond. Business education courses, although available in all schools, increase rapidly in number as enrollments increase. The number of business education courses offered in the largest schools is frequently three times the number available in the smallest schools.

These data support the generalization that added depth, expressed in terms of additional course offerings per subject area, is found in the curricular programs of larger schools. The sole exception is agriculture, which practically disappears from the curriculum as enrollments exceed 1,000 pupils.

Tables 24 and 25 show that larger numbers of both academic and nonacademic courses are offered by three-year schools than are offered by schools of other organizational patterns. Beyond this, the evidence is not sufficient to justify the clear-cut superiority of one organizational pattern over another. Generally, the trend is toward smaller numbers of courses, at comparable enrollment levels, as the span of grades embraced within the organizational pattern increases—that is, as successively lower grades are added to the organizational structure. There are exceptions to this trend, however, the most noticeable of which involves the five-year schools. A slightly larger number of courses in mathematics, science, art, and music is offered by five-year schools than is offered by four-year schools of comparable size.

## NUMBER OF SUBJECT AREAS OFFERED

The number of different subject areas offered, which is at the very heart of educational opportunity, bears a positive relationship to the size of the high school and is affected also by the grade organizational pattern of the school. Table 26 shows the modal pattern and range of subject areas in high schools of various sizes and organizational patterns. In general, the larger the school the more subject areas of instruction are offered, regardless of organizational pattern. However, in the three-year schools (grades 10-12) and the five-year schools (grades 8-12) the number of subject areas appears to decline somewhat in the largest enrollment category, although in all other categories the number increases steadily as enrollments increase. There appears to be little if any increase in the number of subject areas when schools increase in enrollment beyond 2,000 pupils.

The data in Table 26 indicate a marked and consistent increase in the number of subject areas offered by schools of all organizational patterns as enrollments increase. The modal number offered by all schools which enroll fewer than 100 pupils is 8, with the range extending from 4 to 11. As enrollments increase beyond 500 pupils the upper limit of the range reaches the maximum number of 13. The range tends to close slightly and the modal number increases as enrollments climb beyond 1,000, thus indicating that a greater number of subject areas are offered by a larger proportion of schools as school size increases. Both mode and range attain their maximum levels for all schools combined at enrollment category 1,500-1,999 and both decline slightly beyond that point.

The number of different subject areas offered in the high schools shows little relationship to per pupil expenditure. (See Table 27.) In the high schools grouped by size and by per pupil expenditure range, an average of 7 subject areas is offered in schools with fewer than 100 pupils. The average number of subject areas offered in schools enrolling 2,000 or more pupils is 12 areas, regardless of per pupil expenditure range.

In summary, these data indicate that the number of subject areas offered by a school bears a definite relationship to the size of the student body and is affected somewhat by grade organizational pattern. Little relationship exists between the number of subject areas offered and per pupil expenditure.

TABLE 26

Modal Number and Range in Number of Subject Areas Offered in High Schools Grouped by Size and by Grade Organizational Pattern

| School size (Pupils enrolled) | Modal number and range of number of subject areas in high schools in following organizational patterns: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | All Schools | |
| | Mode | Range | Mode | Range | Mode | Range | Mode | Range | Mode | Range |
| 99 or fewer | 8 | 4-11 | 8 | 5-11 | 9 | 5-11 | 8 | 8-8 | 8 | 4-11 |
| 100-249 | 8 | 4-12 | 10 | 5-12 | 9 | 5-11 | 10 | 5-10 | 9 | 4-12 |
| 250-499 | 9 | 5-12 | 10 | 7-12 | 10 | 6-13 | 11 | 6-12 | 10 | 5-13 |
| 500-999 | 10 | 6-13 | 11 | 7-13 | 11 | 8-13 | 11 | 5-13 | 11 | 5-13 |
| 1,000-1,499 | 11 | 8-13 | 11 | 9-13 | 12 | 8-13 | 11 | 9-13 | 11 | 8-13 |
| 1,500-1,999 | 11 | 10-13 | 12 | 10-13 | 12 | 10-13 | 12 | 10-13 | 12 | 10-13 |
| 2,000 or more | 11 | 10-13 | 11 | 10-12 | 12 | 10-13 | 11 | 8-13 | 11 | 8-13 |
| Total | 9 | 4-13 | 10 | 5-13 | 10 | 5-13 | 11 | 5-13 | 10 | 4-13 |

TABLE 27

Average Number of Subject Areas Offered in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Average number of subject areas offered in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | 7 | 7 | 7 | 8 | 7 | 8 | 8 | 8 | 8 | 8 |
| 100-249 | 8 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 250-499 | 9 | 9 | 10 | 10 | 10 | 10 | 10 | 10 | 11 | 11 |
| 500-999 | 10 | 11 | 11 | 11 | 11 | 12 | 11 | 11 | | 12 |
| 1,000-1,499 | 9 | 11 | 12 | 11 | 12 | | | | | |
| 1,500-1,999 | 12 | 12 | 12 | 12 | 12 | 11 | | | | |
| 2,000 or more | 12 | 12 | 12 | 12 | | 10 | | | | |
| Southern Region | 9 | 10 | 10 | 10 | 9 | 9 | 9 | 9 | 9 | 8 |

## SIZE OF SOUTHERN HIGH SCHOOLS

The analyses of the data collected on 4,776 southern high schools strongly support the belief that school size and quality programs are positively related. The size of the high school is a significant factor in determining whether each youth will have an opportunity to enroll in a variety of "academic" and "nonacademic" courses, taught by highly qualified teachers who are working under conditions most conducive to effective teaching.

While even the smallest schools provide instruction in most of the basic academic subjects, the program is quite limited in many of the schools. A few courses in English, mathematics, science, and social studies are offered by all schools, regardless of size, since graduation requirements in most states specify certain amounts of credit in these areas. However, the programs in most schools are not substantially expanded beyond the minimum requirements for high school graduation until enrollment exceeds a minimum level. To illustrate specifically, courses in art, music, industrial arts, and certain vocational areas are seldom offered in schools which enroll fewer than 500 pupils. The offerings in these areas do not increase significantly until enrollments of 1,000 or more pupils are reached. Additional course offerings in academic areas, particularly foreign languages, are noted as enrollments exceed 1,000 pupils.

An examination of the data shows that a major portion of the enrichment of curricular programs—in the form of additional courses and subject areas, better qualified teachers teaching in their certificated fields, and desirable teaching loads—occurs within the enrollment range of 500-1,500 pupils. The optimum size high school is therefore within the 500 to 1,500 pupil range. It was possible from the data to narrow this optimum enrollment range to more practical limits. The procedures involved a test of the relationship between graduation requirements and the total number of courses recommended for an adequate program, as follows:

1. The midpoint of the initial optimum enrollment range (500-1,500 pupils) was computed.
2. Reference was made to the line of regression for four-year schools (Figure 13), and the number of courses predicted for schools of the midpoint size (1,000 pupils) was noted.
3. The number derived in step 2 (55 courses) was divided by the mean number of course units required for high school graduation in the southern states (17 units). This process yielded a value of 3.2 which represented the ratio between the number of course units predicted for an adequate curricular program in grades 9-12 and the mean number of course units required for graduation. The ratio was 2.4 in the three-year schools ($\frac{3}{4} \times 3.2 = 2.4$).
4. Since graduation requirements ranged from 16 to 20 course units, each of these numbers was multiplied by the constant obtained in step 3 (3.2) in order to provide for the variation in graduation requirements among the southern states. The results of these calculations identified the range in the number of courses predicted for grades 9-12 as 51-64 courses. In the three-year schools the predicted range was 38-48 courses.
5. Using the values obtained in step 4, the appropriate regression lines were referred to and the following enrollment ranges were derived:

| *Grades 7-12* | *Grades 8-12* |
|---|---|
| 950-1,300 | 800-1,150 |
| *Grades 9-12* | *Grades 10-12* |
| 900-1,250 | 700-950 |

This is not to say that these size ranges represent the level above which all of the selected educational factors tend to decline. Data indicate that certain factors, such as the percentage of pupils taught by noncertificated teachers, show a consistent negative relationship to school size with no leveling off in the largest schools. Rather, these enrollment ranges indicate the general levels *below* which an adequate program is not likely to be provided, on the basis of current practice, without deliberate commitment and increased financial expenditures.

These analyses support the criterion that a grade 9-12 high school should enroll an absolute minimum of 500 pupils in order to provide at least 100 pupils in Grade 12. (See page 30.) This criterion would set the minimum total enrollment at approximately 750 pupils for a six-year high school, 625 pupils for a five-year high school, and 375 pupils for a three-year high school. As shown in Table 28, approximately 87 per cent of the region's high schools enroll fewer than 100 pupils in Grade 12. The range among the states that fail to meet this criterion is from 61 per cent of all high schools in Florida to 92 per cent of all high schools in Arkansas. Grade 10-12 high schools are considerably above the other organizational patterns on the basis of this criterion. Only 11 per cent of the three-year high schools have fewer than 100 pupils in the twelfth grade as compared with approximately 94 per cent of the six-year high schools.

## GRADE ORGANIZATIONAL PATTERN OF HIGH SCHOOLS

This study has revealed interrelationships between selected educational factors and the type of grade organizational pattern of the high school. A word of caution is warranted, however, in concluding superiority of one grade organizational pattern over another. Schools whose organizational structure embraces grades 10-12 can be rated superior to schools of other patterns when compared on the basis of the number of courses offered per grade level, teacher qualifications, and teacher working conditions. Yet these differences may not be attributable to grade organizational pattern as such. The superiority may be due to the larger enrollments per grade found in this organizational pattern, or to the fact that this pattern tends to exist in urban areas that are better able to attract qualified

TABLE 28

Percentage of High Schools in Various Grade Organizational Patterns Enrolling Fewer Than 100 Pupils in Grade 12, by State

| State | Grade 7-12 | Grade 8-12 | Grade 9-12 | Grade 10-12 | All schools |
|---|---|---|---|---|---|
| Alabama | 92.3 | 75.0 | 36.9 | 7.7 | 80.8 |
| Arkansas | 99.0 | 100.0 | 75.9 | 23.5 | 92.3 |
| Florida | 84.4 | 25.0 | 18.5 | 10.3 | 61.1 |
| Georgia | 85.3 | 83.8 | 63.0 | 10.0 | 75.7 |
| Kentucky | 87.1 | 71.4 | 79.8 | 0 | 79.7 |
| Louisiana | 97.3 | 68.2 | 36.7 | 8.7 | 86.0 |
| Mississippi | 96.4 | 100.0 | 54.5 | 25.0 | 90.7 |
| North Carolina | * | * | 86.0 | 4.8 | 80.8 |
| South Carolina | 93.2 | 78.6 | 36.7 | 12.5 | 78.3 |
| Tennessee | 91.3 | 93.3 | 66.3 | 13.5 | 75.1 |
| Virginia | * | 78.4 | 6.7 | 0 | 69.9 |
| Region | 93.8 | 80.4 | 71.3 | 11.1 | 86.9 |

* No schools reported in this grade pattern.

teachers and to provide a higher level of financial support for education than the rural areas, or to other variables on which the data are not controlled. At any rate, more research is needed on the relative efficiency of the various grade patterns for organizing high schools.

## SUMMARY OF FINDINGS

This portion of the study has focused upon an objective tabulation and analysis of various aspects of curricular program adequacy in southern high schools. Individual elements of the program of course offerings were identified and examined separately in an effort to determine their relationship to school size and type of organizational pattern. An attempt also was made to investigate the effects of per pupil expenditures for instructional salaries on the number of courses offered by high schools. The major findings of these analyses are summarized in the following paragraphs.

1. **The majority of southern high school youth attend schools which offer an inadequate program of course offerings.** Only 30 per cent of the youth in the South are enrolled in schools which offer at least 50 courses, which is near the minimum number of courses recommended for an adequate high school program. More than 75 per cent of the high schools in the entire region—involving a combined total enrollment of 900,000 pupils —offer 40 or fewer courses.

2. **Many southern youth are not provided an opportunity to take the variety of courses necessary in meeting their academic, vocational, and avocational needs.** In the region as a whole, 13 per cent of the high school pupils in grades 9-12 attend schools offering no foreign language, 57 per cent have no opportunity to take a course in art, 14 per cent are being denied a music course, 38 per cent have no course opportunities in industrial arts, and 59 per cent are in schools which offer no courses in trade and industrial education.

3. **Opportunities for youth to enroll in courses in the various subject areas vary both within and among the states.** For example, 47.9 per cent of the high school pupils in Mississippi attend high schools offering fewer than 4 course units in science as compared with only 5 per cent of the high school pupils in Virginia. Approximately 41 per cent of the Mississippi high school pupils attend high schools which offer no foreign language as compared with less than 1 per cent of the pupils in North Carolina.

4. **A positive relationship exists between the size of the high school and the total number of course offerings.** The median number of courses offered by schools of each grade organizational pattern increases at successively higher enrollment levels.

5. **The total number of course units available in a high school is affected by the grade organizational pattern of the school.** The three-year high schools offer more courses per grade level than do schools of other grade organizational patterns, followed in order by the five-year schools, the four-year schools, and the six-year schools.

6. **The per pupil expenditure for instructional salaries is a determining factor in the total number of course units available in a high school.** When high schools of the region are grouped by size and by fairly narrow per pupil expenditure ranges, the effects of both factors are seen readily. For example, high schools with an enrollment of 1,500 or more pupils in the $300-$349 per pupil expenditure range provide almost four times as many courses as do the high schools with an enrollment of fewer than 100 pupils and with a comparable per pupil expenditure. High schools enrolling from 500-999 pupils and spending from $300-$349 per pupil offer an average of ten more courses than high schools of comparable size which spend from $150-$199 per pupil.

7. **Data on the programs of southern high schools support the criterion that the number of course units offered in grades 9-12 should be not less than three times the number of Carnegie Units required for graduation.** The standard for schools containing only grades 10-12 should be approximately 2.4 times the number of units required for graduation.

8. **The availability of course offerings in any specific subject area, whether "academic" or "non-academic," is generally a function of the size of the high school.** Schools of each grade organizational pattern offer more courses in both "academic" and "nonacademic" subject areas as school size increases.

9. **The number of subject areas offered in a high school bears a positive relationship to the size of the school.** The number of subject areas offered by schools in each grade organizational pattern increases as school size increases, except for schools enrolling 2,000 or more pupils.

10. **The number of subject areas offered in a high school is influenced to some extent by the grade organizational pattern of the school.** With the exception of schools which enroll fewer than 250 pupils, the number of subject areas offered increases within each size category as the grade structure of the schools approaches the three-year pattern.

11. **The number of subject areas offered in a high school shows little relationship to per pupil expenditure for instructional salaries.** In the high schools grouped by size and by per pupil expenditure range, an average of 7 subject areas is offered in schools of fewer than 100 pupils regardless of per pupil expenditure range. The average number of subject areas offered in schools enrolling 2,000 or more pupils is 12 areas, regardless of per pupil expenditure range.

12. **The analyses of the data collected on southern high schools strongly reinforce previous research findings on the high school size —program quality relationship.** The size of the high school is a significant factor in determining whether each southern youth will have an opportunity to enroll in a variety of "academic" and "nonacademic" courses, taught by highly qualified teachers who are working under conditions most conducive to effective teaching.

13. **The data analyses support the criterion that a grade 9-12 high school should enroll an absolute minimum of 500 pupils in order to provide at least 100 pupils in Grade 12.** This criterion would set the minimum total enrollment at approximately 750 pupils for a six-year high school, 625 pupils for a five-year high school, and 375 pupils for a three-year high school.

14. **Approximately 87 per cent of the region's high schools enroll fewer than 100 pupils in Grade 12.** The range among the eleven states that fail to meet this criterion is from 61 per cent of all high schools in Florida to 92 per cent of all high schools in Arkansas. Grade 10-12 schools are considerably above the other organizational patterns on this criterion. Only 11 per cent of the grade 10-12 high schools enroll fewer than 100 pupils in the twelfth grade as compared with approximately 94 per cent of the grade 7-12 schools.

15. **The data analyses established optimum school enrollment ranges within which southern high schools can expect to provide adequate programs.** On the basis of current practice, these enrollment ranges are as follows:

| *Grades 7-12* | *Grades 8-12* |
|---|---|
| 950-1,300 | 800-1,150 |
| *Grades 9-12* | *Grades 10-12* |
| 900-1,250 | 700-950 |

16. **This study has revealed interrelationships between the selected educational factors and the type of grade organizational pattern of the high school.** When compared on the basis of the number of courses offered per grade level, teacher qualifications, and teacher load, schools organized for grades 10-12 appear to be superior to schools of other organizational patterns.

Differences noted among the various grade organizational patterns may not be attributable to grade groupings, however. The superiority of grade 10-12 high schools may be due to the larger enrollments per grade, prevalence of better qualified teachers in urban areas having a higher level of support, or to other variables. More research is needed on the relative efficiency of the various grade patterns.

CHAPTER 6

# Major Conclusions and Implications

THE STUDY has clarified some serious and persistent problems that appear in all of the eleven southern states. Conclusive proof demands that each state should undertake a major overhaul in secondary education, and promises that the benefits will be worth the undertaking.

## CONCLUSIONS

Analyses of the objective data collected on the southern high schools seriously indict the quality of the program being provided in many of these schools. There is some evidence that program planners are overlooking opportunities to improve the situation. The median high school of the South provides insufficient curricular offerings, taught in many cases by teachers not assigned in their major fields of college preparation, and operated at unreasonable per pupil costs. These analyses reveal further the marked relationships between the size of the high school and selected objective measures of program adequacy. Thus, while size in itself is not a criterion of adequacy, it is the one element common to numerous valid criteria of quality. The evidence justifies the conclusion that the prevalence of small high schools constitutes the most serious obstacle to quality education in southern secondary schools.

The implications of the findings are clear: The quality of the high school program must be improved; and much of the improvement is dependent upon overcoming the inequalities of educational opportunity perpetuated by small high schools. Varied actions involving some cooperative and some mandatory efforts of lay citizens, local boards of education, state education agencies, and state legislatures are dictated.

### *The Changing Population*

The losses in rural population and the gains in urban centers suggest that rural youth need a more urban type of education than heretofore, which means the addition of academic areas and school subjects not now found in rural high schools. The pronounced changes in the patterns of gainful employment in the South indicate a need for different occupational training, probably veering toward distributive education and diversified occupations, business education, technical and industrial training, and preparation for specific job opportunities unique to the local area.

The movement from a blue-collar to a white-collar society establishes a greater need than ever for a blend of "town and country" in the composition of school populations. With the average educational attainment of the people now at the upper secondary school grade levels, high school programs must be reshaped to provide more service to non-college youth—basic preparation for direct employment, vocational-technical courses, and qualification for community college attendance.

***Professional Services***

State policies obviously influence the pattern of professional qualifications of school personnel. In Georgia, for example, 96.8 per cent of the high school principals have master's degrees as compared with only 45.1 per cent of North Carolina high school principals; yet North Carolina has a slightly larger percentage of classroom teachers with master's degrees than does Georgia. Four of the southern states are above the median for one of these professional groups and below the median for the other, clearly as a result of state policy.

The state can control the quality of professional services through certification, accreditation, and salary levels. Among the eleven states, those with the highest ratios of master's or higher degrees are Alabama for teachers, Georgia for principals, Tennessee for librarians, and Kentucky for guidance counselors.

It has been impossible to interpret quality as related to both size of school and per pupil expenditures. The two factors have diametrically opposed effects. Very small schools are notably high in unit costs, and so are the best high schools. Increasing school size tends to lower unit costs, primarily through increased efficiency in professional staff utilization, and simultaneously to raise the unit cost, primarily through better qualified personnel and greater breadth and depth of opportunities.

Similarly, variations of teaching experience cannot be interpreted. The relative proportion of local "hometown" resident teachers is not known. The medians among states appear to vary as much as those among types and sizes of schools. Probably in this period of teacher shortages factors other than type and size of school are the controlling influences.

The findings show that science, mathematics, and foreign languages are the disadvantaged curriculum areas with the largest proportion of noncertified teachers. The 1958 NDEA program had not solved this problem by 1962-63, and may never do so. Indeed, NDEA itself evolved because the problem was of long standing, due to a whole generation of subordination and neglect of these areas in curriculum development and in teacher education. The era began in the depression with the curriculum reform movement, when emphasis was upon human welfare, consumer economics, and social engineering, and when science and technology were deemed overdeveloped. The areas of science, mathematics, and foreign languages apparently are still suffering from twenty-five years of imbalance in electives or choices by students in teacher education. The deficiencies in southern high schools tend to prolong the dearth of properly qualified teachers.

It is difficult to assess the significance of the lower salaries paid teachers in these eleven states as compared with nationwide data. Although averages approximate only 80 per cent of the national average, other cost indices for the region also are lower than the national averages. While it is known that principals and teachers occasionally move from the South and are notably successful in regions affording higher pay, there is no way to know what proportion of their peers in the South remain where they are regardless of salaries paid elsewhere. Consequently, the inability to command the national teacher supply market is obvious; but the assumption that higher payments to teachers in other states

purchase a higher quality of teacher performance is not established.

### *Variations in Program Offerings*

Five-year high schools, grades 8-12, display occasional exceptions to the practices of other types of schools. One possible causal factor is their rather recent origin which gave them a chance to modernize their programs with greater ease. Some of the eleven states added the twelfth year of schooling only after World War II. This major modification usually took the form of going from a 7-4 to a 7-5 plan, dictated largely by the availability of space and physical facilities. States already operating twelve grades tended to stay with the 8-4 plan. Thus the reorganization and 25 per cent expansion in the 7-5 schools afforded a better opportunity to update course offerings.

The findings of this study indicate that breadth of curriculum areas is related to numbers of students, size of teaching staff, and to some extent to the type of organization, but that it is affected little by per pupil expenditure level. Curriculum planners and school administrators, therefore, cannot claim that cost limitations have caused the disparity between school programs and the job training needs of youth.

The evidence that course offerings are seldom expanded beyond school graduation and college entrance requirements, until enrollments pass the 500 level and approach 1,000 students, indicates preoccupation with college preparation and accreditation pressures. In small schools struggling to meet accreditation standards, the disposition of school officials to curtail course offerings not related to college entrance penalizes the noncollege youth.

The findings that the level of per pupil expenditure is related to the total number of units offered and that it appears to be unrelated to the number of academic areas offered are strong evidence that program expansion has consisted merely of "add more of the same." Such a policy, whether it is by choice of vested groups or represents the easy way out for a person of limited vision, is indefensible but appears to be prevalent in southern high schools. One may conclude that increasing school size rather than increasing unit salary levels will have a more wholesome effect on breadth and equality of educational opportunity for *all* youth.

Since only 11 per cent of the senior high schools (usually urban) have fewer than 100 students in Grade 12 and 94 per cent of the six-year high schools (usually rural) fail to meet this criterion, it is obvious that closer scrutiny should be given the merging of rural high schools. Furthermore, this fact poses this question: To what extent do the southern states—either through low accreditation standards or through finance formulas weighted to favor rural schools—continue to subsidize and perpetuate excessively small schools which should not exist? It is likely that reapportioned legislatures will be interested in investigating this question upon which the data of the present study shed little light.

Small classes are cited occasionally as an advantage by defenders of the small high school. The data show the average class size of small high schools to be 12-15 pupils in contrast with the 24-27 average of large schools. But, the data show also that the teachers in the small schools have less training, that more teachers are teaching out of field, and that unit costs are higher. Therefore, the advantage claimed for small high schools is merely propaganda, for the evidence supports the fact that small classes indicate a lack of efficiency, effectiveness, and economy.

## IMPLICATIONS

All of the states have experienced the agonies of school reorganization. Vigorous resistance is the normal and expected reaction of patrons whose

schools are found to be inadequate and no longer justified. Interestingly, after experience with the type of education provided through consolidation, few parents can be found who would want their children to return to their former inadequate schools. In general, American parents want the best they know to want for their youth. Changes in attitude from opposition to support are more than the result of resignation to the inevitable—they stem from genuine discovery of what better schools are like. Initial opposition by patrons, then, is based upon a misguided belief that their schools are adequate as they are. Usually foremost among the groups resisting change in education, notably in school reorganization, are the local school "leaders." Again, such a reaction is normal human nature and probably to be anticipated.

In the first place, it is a defense mechanism which prompts the local school staff to reassure the local patrons that theirs is a *good* school. Every conceivable bit of commendable evidence is featured: winning the basketball tournament; honors rating in the music festival; listing of a graduate on the Dean's list; business success of a former student; or even the completion of the school year with frugal expenditures.

Secondly, the local school leaders properly cast their lot with the local citizens who employ them and whose children they teach. Thus the local school leader—who has emphasized commendable features of the school, has withheld information about school deficiencies and needs, and has accepted the community's goals as his own—is *expected* to rally support to preserve the school. After all, he has influenced the public belief that it is a *good* school.

Finally, the official records in each state clearly show that the better school systems employ better trained professional personnel. Those school people who really do not know what excellent schools are like are usually found in schools which are in greatest need of reorganization. Therefore, the local school leader who should be able to educate his patrons to desire a higher quality of education is least able to do so. Because of his lack of knowledge, he can lead the opposition against reorganization with a clear conscience.

The pattern is the same throughout the South, and can be documented in almost every state by newspaper accounts naming places and persons actively opposing educational improvement through reorganization. Thus, each state is confronted by a common dilemma. On the one hand is the basic desire to encourage the modernization of school organization through democratic processes and local self-determination. On the other hand is the constantly mounting evidence that local option and voluntary action will not accomplish the task. The dilemma is aggravated by the increasingly complex handicaps which inadequate schools saddle upon their youth.

### *Action Programs Needed*

In 1965 it appears that the public demand for quality education for all youth, the critical need of most southern youth for broader educational opportunities than are typically provided, and the requirement for increased efficiency and greater gain from expenditure of the school dollar are all powerful forces exerted in the same direction. Indeed, they may already have determined that a state wishing to maintain its system of free public education can no longer indulge in the leisurely process of evolution through local school autonomy. If so, it is time for each southern state to revise its educational policy, establish criteria for what it considers to be adequate educational opportunities for all youth, and *compel*—by statute or regulation—appropriate reorganization so that every high school conforms with the criteria of quality. It is in this context and in such action programs that supplementary support

for the necessarily small high school is especially justified.

### *State Versus Local Program Determination*

One can assume that the citizens of each of the southern states consider a good education simultaneously to be for the child's own benefit and also an essential safeguard for the state. This is important, for if the state has a self-interest in an educated citizenry, then the state may provide and compel a required education beyond what some individuals might want for themselves. In other words, the state must look to its own needs. It is impelled by self-protection to demand a level of adequacy or quality in education throughout the state wherever public schools are operated. Conversely, the state cannot justify, as the southern states do, taking taxes from favored or determined localities to support equalized opportunities elsewhere unless it sets up safeguards to guarantee efficiency, economy, and adequacy in the less favored localities. If the latter kept their poorly educated youth at home, the problem would be less critical; but, as it is, the mobility of people makes it a matter of statewide, regional, and even national concern. We have a tradition of "local control" in public education, but this is an entitlement that is earned only when the attainments of efficiency, economy, and adequacy are satisfactory to the state. State demands and standards are set so low that wholly inadequate schools can obtain state approval and support.

Stated another way, local schools and school systems should not be approved or supported by the state unless each one is performing the educational job which the state needs to have done. Otherwise, the school center, or the community, or even the county forfeits its "rights of local control" of schools. The locality must give proof that it has aspirations and goals for "good" education, an understanding of what good schools are like, a willingness to put a premium on superior leadership and teaching competence, and finally, the willingness to exert the necessary effort to attempt to obtain these attributes. Under these conditions the sovereign state should delegate "local" control of education, and provide the financial assistance required to make it effective.

### *School System Reorganization Needed*

A prerequisite to sound educational programs in many areas of the South is school system reorganization. While adequate high school centers must be maintained if adequate educational opportunities are to be provided, adequate school systems must be created before adequate school centers can be established. There must be enough children to permit the organization of efficient, economical, and adequate schools. To accomplish this in the southern states, it will be necessary in many instances to combine school systems in two or more excessively small or sparsely settled counties.

A "socio-economic" unit or community has been defined as an area with common interests and representing a trade territory with daily commercial intercourse. This was the concept of the typical southern county in the beginning. It was measured by the distance a man could travel from home in an hour or two, do a day's work or tend to business, and return home in the evening for the feeding, milking, and other chores. If this measure is applied to the southern states' present network of roads and the modern automobile, then a county is not necessarily a "community." Therefore, school system reorganization in the South should lead to the creation where necessary of multiple county school systems. When one looks to the future, the vast majority of the individual counties of the southern states must be viewed as too small in geographical area to provide a sound basis for a statewide pattern of school system organization—a pattern which makes possible the establishment of adequate high school centers.

State leadership is the key to achieving desirable school system reorganization. Such cannot be achieved by the so-called "democratic" process of local self-determination. It is not reasonable to expect local groups to "study" themselves out of existence. The state must take the initiative. The constitutions and statutes of the eleven states should be amended to authorize and direct the state board of education in each state to define uniform criteria of a satisfactory school system and to administer school system reorganization under statutory mandates.

### *Adequate State Standards Rigidly Enforced*

With sound school system reorganization accomplished, one must not conclude that adequate high school centers will necessarily follow. Local resistance to consolidating small school centers into larger ones may be even stronger than the resistance to school system consolidation. Thus, when sound school system reorganization has been effected, the state should then compel the establishment of adequate school centers through the adoption and enforcement of sound standards governing school programs.

In this connection it is observed that the southern states generally support schools which they will not accredit. Also significant is the universal tendency for "standards" to become "goals" and "satisfactions" and eventually to become "ceilings." Standards developed by the states should somehow express *desirable* practice rather than merely *minimum* practice. State policy should encourage the better school systems to aim for higher goals, while at the same time whipping up the laggards and protecting those who are doing their best. To accomplish these objectives states should consider sharing incentive financial support with local school systems for the "desirable" level of quality. Enrichment funds must be provided by the state for the unavoidable isolated conditions which produce "substandard" situations. The state must then have the courage to withhold financial support from "non-isolated" schools that are substandard instead of being a party to their preservation.

### *Special Teacher Incentives*

As shown in this report, the inequalities of educational opportunity created by small high schools are due in part to inequalities in teacher qualifications. The causal effect of school size on teacher qualifications is not conclusive. The small schools tend to be in the rural areas and teachers generally prefer an urban teaching situation over a rural one. Thus in competing for the services of qualified personnel, a consolidated large rural high school would still be less favored than a large urban high school.

Special incentives may be required, therefore, to encourage teachers to seek employment in rural high schools and particularly in the "isolated" small high schools. It may be necessary, for example, for local school systems to establish salary differentials for teachers in the areas where other incentives to teach are lacking. In the "isolated" areas it may be necessary to build apartments or provide transportation allowances for teachers.

### *Revitalizing Small High Schools*

Even with the completion of all possible school system and high school center reorganization, "necessarily existent" small high schools will remain scattered in most of the southern states. Others will exist for an indefinite period prior to reorganization and the availability of facilities. The programs of these schools must be improved and state and local education agencies should consider some of the broad experimentations with administrative techniques which offer promise of improving the instructional programs of necessarily small high schools. But such expediencies should be employed only

after everything reasonable has been done in school consolidation and school system reorganization.

*Stored knowledge.* In a small high school lacking sufficient teachers and appropriate advanced courses, the use of stored knowledge which can be transmitted electronically should be tried. Certain basic and elementary presentations of information can be prepared and recorded electronically for repeated use. Similarly advanced lessons to be used by gifted students can be recorded. Other materials recorded by outside agencies on video tape, film, audio tape, and automated self-teaching devices can be utilized. Transmission of stored knowledge by these various devices would permit more effective use of the time of available professional teachers, and at least limited instruction in advanced-learning courses would be available to those pupils who need them.

Large high schools are moving rapidly toward utilization of technological advances aimed at improving the quality of instruction. Therefore, the admitted existing gap between the quality of instruction in large and small high schools will be widened rapidly if "necessary" small high schools do not also move forward in this respect.

*Flexible scheduling.* For the principal of the small high school, the traditional daily schedule is highly convenient administratively. It is much easier to make than a flexible schedule and allows a much larger margin for error. One section each period of the schedule is called "study hall," and any pupil not scheduled in a class is assigned to it. The study hall has several serious disadvantages and should be abandoned in the small high school for at least two reasons. First, any student can study a subject best while under the supervision of the teacher assigned to teach the particular subject. Second, for each "study hall" abandoned there exists the opportunity to add one course offering to the curriculum.

But revitalizing the small high school involves more than eliminating the study hall. It calls for the establishment of a daily schedule truly geared to the individual needs of the pupils. The flexible schedule for small high schools which must exist should begin at the point of unique strength of the small high school—its concern for the individual student and its intimate knowledge of him.

*Teacher assistants.* With the shortage of professional staff in the small high school, it is imperative that ways be found to make the most efficient use possible of the professional teacher's time, talent, and skills in order to improve the quality of instruction. A promising approach to this objective is the use of teacher assistants to assist in doing the routine tasks of the teacher.

The use of teacher assistants cannot be promoted as a money-saver—it will cost more money. It is, nevertheless, an economy. It is a plan for wiser use of teachers' time and would seem to have special applicability to "necessary" small high schools.

*Shared services.* The shortage of qualified personnel in the small high schools and the growing need for a variety of special staff services in schools of all sizes require that school systems explore the possibility of sharing specialists in areas where no single high school can justify the added expense of hiring such specialists. The most obvious manner of sharing services is by sharing teachers. Another approach to shared services is for the state to add special service personnel to the state department of education staff and to deploy them on some area or intermediate unit basis.

*Shared pupils.* A variation in the program of shared services is for one high school to transport a group of pupils to another high school for a certain course. This may be feasible and desirable where one school has special facilities not available in a neighboring school, but if so there should be some

unusual reason why the entire schools should not be merged.

*Correspondence courses.* Small high schools can offer correspondence courses to pupils in subjects not otherwise available in the school. Reputable institutions offering correspondence courses should be carefully selected. The pupil should take the correspondence course under school supervision. Teachers should be encouraged to check the student's progress often and to offer assistance.

*A word of caution.* The foregoing suggestions have been made as possibilities for improving small high schools which *must* exist for various reasons. Efforts to improve the small high school should not be in opposition to movement to reorganize the small high schools into adequate school centers.

### *An Opportune Time for Improvement*

Segregation of the races has been a contributing factor to the perpetuation of many small high schools in the southern region. Where the youth population of either race has been too small for efficient high school center organization, in many instances the integration of the schools will make adequate school centers feasible.

The Civil Rights Act of 1964, Public Law 88-352, contains two provisions of major significance to local school systems. Title IV of the Civil Rights Act provides assistance to school systems involved in desegregating school facilities. Title VI withholds federal aid payments in any form from any school system which practices discrimination. The purpose of Title IV is to help local school authorities overcome the obstacles to equal educational opportunities for all children, while Title VI will provide strong incentive toward school integration.

As this happens, local school systems will have more opportunities even under present school system structure to create high school centers which meet the criteria of program adequacy. These opportunities, combined with realistic school system reorganization, increased financial support for education, and the willingness of lay citizens to place the welfare of youth ahead of special interest, should assure substantial improvements in secondary education in the South.

# *Part 3*

## THE STORY IN STATISTICS

# SECTION A. REGIONAL STATISTICS

## TABLE 1

Number and Per Cent of High School Pupils in Various Organizational Patterns, by State

| State | Pupils | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | |
| | Number | Per cent | Number | Per cent | Number | Per cent | Number | Per cent | Total |
| Alabama | 140,873 | 65.8 | 5,880 | 2.7 | 41,154 | 19.2 | 26,390 | 12.3 | 214,297 |
| Arkansas | 99,278 | 72.4 | 3,204 | 2.3 | 9,892 | 7.2 | 24,773 | 18.1 | 137,147 |
| Florida | 127,502 | 46.9 | 6,079 | 2.2 | 30,414 | 11.2 | 107,894 | 39.7 | 271,889 |
| Georgia | 17,270 | 7.7 | 122,308 | 54.9 | 72,667 | 32.6 | 10,665 | 4.8 | 222,910 |
| Kentucky | 69,018 | 39.5 | 3,627 | 2.1 | 87,630 | 50.2 | 14,268 | 8.2 | 174,543 |
| Louisiana | 121,820 | 59.3 | 12,976 | 6.3 | 43,717 | 21.3 | 27,050 | 13.1 | 205,563 |
| Mississippi | 133,763 | 78.7 | 4,691 | 2.8 | 21,481 | 12.6 | 10,067 | 5.9 | 170,002 |
| North Carolina | | | | | 209,248 | 82.3 | 45,122 | 17.7 | 254,370 |
| South Carolina | 93,781 | 47.6 | 51,583 | 26.2 | 37,156 | 18.8 | 14,651 | 7.4 | 197,171 |
| Tennessee | 87,378 | 39.7 | 6,600 | 3.0 | 95,591 | 43.4 | 30,616 | 13.9 | 220,185 |
| Virginia | | | 182,527 | 72.9 | 44,330 | 17.7 | 23,515 | 9.4 | 250,372 |
| Southern Region | 890,683 | 38.4 | 397,475 | 17.2 | 693,280 | 29.9 | 335,011 | 14.5 | 2,318,449 |

## TABLE 2

Percentage Distribution of High Schools, by Size of School and by State

| State | Number of high schools | Per cent of high schools with pupil enrollment in following ranges: | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 99 or fewer | 100-249 | 250-499 | 500-999 | 1,000-1,499 | 1,500-1,999 | 2,000 or more |
| Alabama | 433 | 1.6 | 21.5 | 42.1 | 25.5 | 5.1 | 2.8 | 1.4 |
| Arkansas | 483 | 15.3 | 45.9 | 24.6 | 12.6 | 1.0 | 0.4 | 0.2 |
| Florida | 334 | 4.8 | 18.0 | 22.7 | 22.1 | 13.2 | 8.7 | 10.5 |
| Georgia | 412 | 3.4 | 26.9 | 29.1 | 27.2 | 8.5 | 2.7 | 2.2 |
| Kentucky | 359 | 2.8 | 29.0 | 35.4 | 23.4 | 6.4 | 1.1 | 1.9 |
| Louisiana | 501 | 11.0 | 33.9 | 29.1 | 18.0 | 5.2 | 2.4 | 0.4 |
| Mississippi | 428 | 3.7 | 31.8 | 38.8 | 22.0 | 3.0 | 0.7 | |
| North Carolina | 650 | 6.6 | 35.1 | 33.2 | 20.0 | 3.7 | 1.1 | 0.3 |
| South Carolina | 355 | 1.1 | 19.4 | 34.3 | 33.0 | 9.9 | 2.3 | |
| Tennessee | 445 | 4.3 | 25.6 | 34.6 | 24.7 | 7.9 | 2.7 | 0.2 |
| Virginia | 376 | 4.0 | 20.7 | 27.4 | 26.1 | 11.2 | 6.6 | 4.0 |
| Southern Region | 4,776 | 5.7 | 29.0 | 32.1 | 22.6 | 6.4 | 2.6 | 1.6 |

TABLE 3

Percentage Distribution of Pupil Enrollment, by Size of High School and by State

| State | Number of high school pupils | Per cent of pupils in high schools with pupil enrollment in following ranges: | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 99 or fewer | 100-249 | 250-499 | 500-999 | 1,000-1,499 | 1,500-1,999 | 2,000 or more |
| Alabama | 214,297 | 0.2 | 7.8 | 29.8 | 34.6 | 12.1 | 10.2 | 5.3 |
| Arkansas | 137,147 | 3.8 | 27.9 | 30.6 | 29.0 | 4.2 | 2.9 | 1.6 |
| Florida | 271,889 | 0.4 | 4.2 | 10.3 | 19.4 | 20.1 | 18.8 | 26.8 |
| Georgia | 222,910 | 0.5 | 9.0 | 19.7 | 34.1 | 18.7 | 9.5 | 8.5 |
| Kentucky | 174,543 | 0.4 | 10.8 | 27.2 | 32.4 | 15.3 | 3.7 | 10.2 |
| Louisiana | 205,563 | 1.9 | 13.8 | 25.3 | 30.0 | 15.4 | 11.1 | 2.5 |
| Mississippi | 170,002 | 0.8 | 14.4 | 35.1 | 36.5 | 10.2 | 3.0 | |
| North Carolina | 254,370 | 1.4 | 15.6 | 29.9 | 35.4 | 11.1 | 4.8 | 1.8 |
| South Carolina | 197,171 | 0.2 | 6.4 | 25.5 | 40.4 | 21.0 | 6.5 | |
| Tennessee | 220,185 | 0.6 | 9.2 | 25.5 | 35.5 | 19.3 | 8.8 | 1.1 |
| Virginia | 250,372 | 0.4 | 5.6 | 14.9 | 27.1 | 20.5 | 17.2 | 14.3 |
| Southern Region | 2,318,449 | 0.9 | 10.5 | 24.0 | 31.9 | 15.8 | 9.5 | 7.4 |

TABLE 4

College Training of High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of teachers | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | |
|---|---|---|---|---|---|---|---|
| | | Number | Per cent | Number | Per cent | Number | Per cent |
| 99 or fewer | 1,423 | 207 | 14.5 | 1,107 | 77.8 | 109 | 7.7 |
| 100-249 | 12,667 | 2,402 | 19.0 | 9,748 | 77.0 | 517 | 4.0 |
| 250-499 | 23,864 | 5,002 | 21.0 | 18,221 | 76.3 | 641 | 2.7 |
| 500-999 | 30,052 | 7,341 | 24.4 | 22,128 | 73.6 | 583 | 2.0 |
| 1,000-1,499 | 14,638 | 4,235 | 28.9 | 10,244 | 70.0 | 159 | 1.1 |
| 1,500-1,999 | 8,676 | 2,783 | 32.1 | 5,802 | 66.9 | 91 | 1.0 |
| 2,000 or more | 7,485 | 2,417 | 32.3 | 4,975 | 66.5 | 93 | 1.2 |
| Southern Region | 98,805 | 24,387 | 24.7 | 72,225 | 73.1 | 2,193 | 2.2 |

TABLE 5

Number and Per Cent of High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate, by State

| State | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| Alabama | 167,396 | 161,376 | 26,189 | 16,039 | 6,326 | 1,145 | 9.6 | 3.9 | 4.4 |
| Arkansas | 104,457 | 88,679 | 11,950 | 18,928 | 13,778 | 2,174 | 18.1 | 15.5 | 18.2 |
| Florida | 206,239 | 162,341 | 68,953 | 16,243 | 16,149 | 8,064 | 7.9 | 9.9 | 11.7 |
| Georgia | 167,691 | 151,913 | 45,690 | 16,780 | 21,151 | 3,025 | 10.0 | 13.9 | 6.6 |
| Kentucky | 130,980 | 124,466 | 28,204 | 20,504 | 5,983 | 2,255 | 15.7 | 4.8 | 8.0 |
| Louisiana | 158,057 | 149,232 | 24,078 | 7,754 | 11,570 | 1,136 | 4.9 | 7.8 | 5.5 |
| Mississippi | 137,005 | 109,853 | 17,780 | 10,016 | 5,039 | 1,297 | 7.3 | 4.6 | 7.3 |
| North Carolina | | | | NOT AVAILABLE | | | | | |
| South Carolina | 152,797 | 131,696 | 30,347 | 14,589 | 10,444 | 1,827 | 9.5 | 7.9 | 6.0 |
| Tennessee | | | | NOT AVAILABLE | | | | | |
| Virginia | 178,537 | 163,053 | 65,045 | 13,822 | 20,826 | 2,094 | 7.7 | 12.8 | 3.2 |
| Southern Region | 1,403,159 | 1,242,609 | 318,236 | 134,675 | 111,266 | 23,017 | 9.6 | 9.0 | 7.2 |

TABLE 6

Number and Per Cent of High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by State

| State | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| Alabama | 225,666 | 194,782 | 67,794 | 6,183 | 5,517 | 2,731 | 2.7 | 2.8 | 4.0 |
| Arkansas | 143,982 | 111,558 | 40,639 | 17,980 | 19,272 | 3,460 | 12.4 | 17.3 | 8.5 |
| Florida | 278,262 | 214,054 | 101,144 | 22,527 | 22,510 | 9,004 | 8.1 | 10.5 | 8.9 |
| Georgia | 223,146 | 187,863 | 70,678 | 9,169 | 11,792 | 3,018 | 4.1 | 6.3 | 4.3 |
| Kentucky | 180,094 | 149,018 | 69,629 | 5,387 | 5,015 | 1,044 | 3.0 | 3.4 | 1.5 |
| Louisiana | 231,028 | 152,939 | 62,512 | 10,064 | 5,976 | 1,401 | 4.4 | 3.9 | 2.2 |
| Mississippi | 171,960 | 172,255 | 41,029 | 5,062 | 8,656 | 1,105 | 2.9 | 5.0 | 2.7 |
| North Carolina | | | | NOT AVAILABLE | | | | | |
| South Carolina | 198,147 | 144,578 | 37,495 | 9,839 | 9,843 | 782 | 5.0 | 6.8 | 2.1 |
| Tennessee | | | | NOT AVAILABLE | | | | | |
| Virginia | 247,844 | 187,874 | 89,016 | 12,042 | 19,640 | 3,932 | 4.9 | 10.5 | 4.4 |
| Southern Region | 1,900,129 | 1,514,921 | 579,936 | 98,253 | 108,221 | 26,477 | 5.2 | 7.1 | 4.6 |

## TABLE 7

Number and Per Cent of High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by State

| State | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| Alabama | 9,603 | 14,191 | 156,835 | 581 | 1,406 | 18,039 | 6.1 | 9.9 | 11.5 |
| Arkansas | 1,399 | 3,370 | 86,934 | 223 | 167 | 11,588 | 15.9 | 5.0 | 13.3 |
| Florida | 36,063 | 17,060 | 193,509 | 6,201 | 3,092 | 14,046 | 17.2 | 18.1 | 7.2 |
| Georgia | 12,422 | 7,206 | 103,566 | 860 | 1,146 | 8,243 | 6.9 | 15.9 | 8.0 |
| Kentucky | 21,530 | 3,160 | 84,046 | 98 | 245 | 3,112 | 0.5 | 7.8 | 3.7 |
| Louisiana | 24,613 | 5,308 | 179,627 | 258 | 340 | 9,417 | 1.0 | 6.4 | 5.2 |
| Mississippi | 8,157 | 5,240 | 58,170 | 794 | 182 | 2,324 | 9.8 | 3.5 | 4.0 |
| North Carolina | | | | NOT AVAILABLE | | | | | |
| South Carolina | 13,940 | 14,647 | 96,341 | 424 | 448 | 8,686 | 3.0 | 3.1 | 9.0 |
| Tennessee | | | | NOT AVAILABLE | | | | | |
| Virginia | 32,518 | 5,157 | 160,955 | 2,016 | 648 | 16,357 | 6.2 | 12.6 | 10.2 |
| Southern Region | 160,245 | 75,339 | 1,119,983 | 11,455 | 7,674 | 91,812 | 7.1 | 10.2 | 8.2 |

* Includes distributive education, trades and industries, day trades, and diversified occupations.

## TABLE 8

Number and Per Cent of High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by State

| State | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| Alabama | 22,583 | 42,177 | 38,036 | 113 | 51 | 1,663 | 0.5 | 0.1 | 4.4 |
| Arkansas | 20,314 | 30,839 | 22,805 | 76 | 652 | 1,030 | 0.4 | 2.1 | 4.5 |
| Florida | 16,370 | 49,927 | 59,653 | 494 | 1,524 | 2,706 | 3.0 | 3.0 | 4.5 |
| Georgia | 21,109 | 50,476 | 39,093 | 26 | 634 | 1,039 | 0.1 | 1.3 | 2.7 |
| Kentucky | 13,559 | 35,677 | 38,286 | 77 | 31 | 616 | 0.6 | 0.1 | 1.6 |
| Louisiana | 18,224 | 49,887 | 58,425 | 195 | 606 | 2,173 | 1.1 | 1.2 | 3.7 |
| Mississippi | 17,957 | 35,740 | 31,715 | | 392 | 1,691 | | 1.1 | 5.3 |
| North Carolina | | | | NOT AVAILABLE | | | | | |
| South Carolina | 21,534 | 42,960 | 34,648 | | 265 | 2,071 | | 0.6 | 6.0 |
| Tennessee | | | | NOT AVAILABLE | | | | | |
| Virginia | 10,141 | 39,893 | 36,076 | 214 | 528 | 2,402 | 2.1 | 1.3 | 6.7 |
| Southern Region | 161,791 | 377,576 | 358,737 | 1,195 | 4,683 | 15,391 | 0.7 | 1.2 | 4.3 |

## TABLE 9

Per Cent of Pupil-Class Units Taught by Teachers without Subject Endorsement on Teaching Certificate, by Size of School and by Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of pupil-class units taught by teachers without subject endorsement on teaching certificate in schools in following per pupil expenditure categories: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | 63.8 | 25.7 | 29.2 | 20.1 | 21.7 | 13.8 | 18.7 | 13.1 | 9.5 | 7.8 |
| 100-249 | 19.8 | 17.4 | 11.1 | 12.4 | 10.1 | 3.0 | '5.6 | 5.9 | 4.4 | 3.4 |
| 250-499 | 10.7 | 7.8 | 7.1 | 7.3 | 2.6 | 1.4 | | 1.7 | | 4.8 |
| 500-999 | 6.4 | 5.9 | 5.5 | 4.1 | 3.9 | 2.4 | | 4.8 | | |
| 1,000-1,499 | 6.6 | 3.6 | 2.3 | 2.3 | 0.9 | | | | | |
| 1,500-1,999 | 0.7 | 2.0 | 2.9 | 0.9 | 0.1 | | | | | |
| 2,000 or more | 0.9 | 1.1 | 1.7 | 0.5 | | 4.6 | | | | |
| Southern Region | 8.1 | 5.8 | 4.8 | 5.3 | 6.4 | 6.3 | 4.6 | 5.7 | 4.4 | 5.2 |

## TABLE 10

Sex of High School Teachers and Principals, by State

| State | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| Alabama | 8,674 | 3,441 | 39.7 | 5,233 | 60.3 | 433 | 421 | 97.2 | 12 | 2.8 |
| Arkansas | 6,083 | 2,854 | 46.9 | 3,229 | 53.1 | 483 | 468 | 96.9 | 15 | 3.1 |
| Florida | 12,515 | 5,603 | 44.8 | 6,912 | 55.2 | 324 | 313 | 96.6 | 11 | 3.4 |
| Georgia | 9,448 | 3,998 | 42.3 | 5,450 | 57.7 | 412 | 406 | 98.5 | 6 | 1.5 |
| Kentucky | 7,047 | 3,335 | 47.3 | 3,712 | 52.7 | 359 | 342 | 95.3 | 17 | 4.7 |
| Louisiana | 9,299 | 4,383 | 47.1 | 4,916 | 52.9 | 501 | 478 | 95.4 | 23 | 4.6 |
| Mississippi | 7,512 | 3,675 | 48.9 | 3,837 | 51.1 | 428 | 417 | 97.4 | 11 | 2.6 |
| North Carolina | 10,325 | 4,342 | 42.1 | 5,983 | 57.9 | 650 | 641 | 98.6 | 9 | 1.4 |
| South Carolina | 7,632 | 2,756 | 36.1 | 4,876 | 63.9 | 303 | 297 | 98.0 | 6 | 2.0 |
| Tennessee | 8,482 | 3,715 | 43.8 | 4,767 | 56.2 | 389 | 386 | 99.2 | 3 | 0.8 |
| Virginia | NOT AVAILABLE | | | | | | | | | |
| Southern Region | 87,017 | 38,102 | 43.8 | 48,915 | 56.2 | 4,282 | 4,169 | 97.4 | 113 | 2.6 |

TABLE 11

Number and Per Cent of High School Teachers Holding Degree from In-State College, by State

| State | Number of high school teachers | Teachers holding degree from in-state college | |
|---|---|---|---|
| | | Number | Per cent |
| Alabama | 8,674 | 7,267 | 83.8 |
| Arkansas | | NOT AVAILABLE | |
| Florida | 12,515 | 5,242 | 41.9 |
| Georgia | | NOT AVAILABLE | |
| Kentucky | 7,047 | 6,426 | 91.2 |
| Louisiana | 9,299 | 8,124 | 87.4 |
| Mississippi | | NOT AVAILABLE | |
| North Carolina | | NOT AVAILABLE | |
| South Carolina | 7,632 | 6,350 | 83.2 |
| Tennessee | 8,482 | 3,076 | 36.3 |
| Virginia | 11,788 | 6,573 | 55.7 |
| Southern Region | 65,437 | 43,058 | 65.8 |

TABLE 12

Per Cent of High School Teachers, by Total Years of Teaching Experience by State

| State | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| Alabama | 8,674 | 4.7 | 4.7 | 7.0 | 5.3 | 5.9 | 5.3 | 19.2 | 15.6 | 8.5 | 23.8 |
| Arkansas | 6,083 | 11.7 | 9.6 | 7.3 | 6.5 | 5.4 | 4.6 | 17.6 | 12.5 | 7.9 | 16.9 |
| Florida | | | | | NOT AVAILABLE | | | | | | |
| Georgia | 9,448 | 2.1 | 9.7 | 8.7 | 7.1 | 5.9 | 5.5 | 18.7 | 16.5 | 8.1 | 17.7 |
| Kentucky | 7,047 | 9.4 | 9.0 | 8.2 | 6.3 | 6.0 | 4.8 | 16.3 | 12.5 | 7.2 | 20.3 |
| Louisiana | 9,299 | 3.6 | 3.6 | 6.7 | 5.6 | 6.0 | 5.7 | 21.2 | 17.6 | 10.3 | 19.7 |
| Mississippi | 7,512 | 11.3 | 8.3 | 7.0 | 6.5 | 5.2 | 5.0 | 17.7 | 14.3 | 8.2 | 16.5 |
| North Carolina | 10,325 | 9.0 | 7.8 | 6.4 | 6.5 | 5.3 | 4.7 | 18.4 | 41.9* | | |
| South Carolina | 7,632 | 10.0 | 6.5 | 6.3 | 5.3 | 4.9 | 4.4 | 18.3 | 14.3 | 10.2 | 19.8 |
| Tennessee | 8,482 | 6.7 | 5.2 | 4.4 | 4.8 | 4.5 | 4.4 | 17.7 | 14.5 | 10.4 | 27.4 |
| Virginia | 11,788 | 10.1 | 8.9 | 7.2 | 6.7 | 5.3 | 5.0 | 18.4 | 13.1 | 8.0 | 17.3 |
| Southern Region | 86,290 | 6.8 | 8.1 | 6.9 | 6.1 | 5.4 | 5.0 | 18.4 | 18.0 | 7.7 | 17.6 |

* 11 or more years.

TABLE 13

Per Cent of Classes in High Schools
within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 40,472 | 3.8 | 6.1 | 10.2 | 15.7 | 26.1 | 22.2 | 10.2 | 5.6 |
| Arkansas | 27,157 | 7.6 | 11.1 | 14.7 | 18.0 | 21.5 | 15.4 | 6.3 | 5.4 |
| Florida | 54,003 | 5.2 | 7.0 | 10.7 | 15.9 | 28.6 | 21.1 | 5.8 | 5.7 |
| Georgia | 40,442 | 2.4 | 6.4 | 11.5 | 18.2 | 28.2 | 21.0 | 9.1 | 3.2 |
| Kentucky | 34,791 | 3.6 | 9.0 | 12.9 | 18.8 | 28.8 | 19.6 | 4.4 | 2.9 |
| Louisiana | 44,320 | 5.2 | 8.7 | 13.8 | 19.6 | 27.9 | 15.9 | 4.4 | 4.5 |
| Mississippi | 30,980 | 6.2 | 8.4 | 12.6 | 15.8 | 24.2 | 17.6 | 10.7 | 4.5 |
| North Carolina | 47,302 | 4.1 | 7.9 | 13.1 | 18.9 | 26.4 | 21.3 | 5.9 | 2.4 |
| South Carolina | 34,772 | 4.8 | 7.7 | 12.2 | 16.5 | 23.6 | 19.6 | 9.2 | 6.4 |
| Tennessee | 38,371 | 3.3 | 5.9 | 11.5 | 18.4 | 25.5 | 21.1 | 9.8 | 4.5 |
| Virginia | 48,926 | 6.1 | 8.6 | 13.0 | 19.4 | 27.0 | 16.0 | 5.9 | 4.0 |
| Southern Region | 441,536 | 4.7 | 7.8 | 12.3 | 17.8 | 26.4 | 19.3 | 7.3 | 4.4 |

TABLE 14

Per Cent of Classes in Language Arts in High Schools
within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 7,804 | 0.6 | 1.7 | 6.9 | 16.1 | 33.2 | 28.2 | 12.5 | 0.8 |
| Arkansas | 5,471 | 3.0 | 6.0 | 12.7 | 20.5 | 27.5 | 20.4 | 7.0 | 2.9 |
| Florida | 10,065 | 2.0 | 2.6 | 7.8 | 16.2 | 38.3 | 26.8 | 5.2 | 1.1 |
| Georgia | 8,003 | 0.9 | 2.7 | 8.5 | 19.4 | 33.5 | 24.7 | 9.6 | 0.7 |
| Kentucky | 6,632 | 1.1 | 3.7 | 8.7 | 21.0 | 35.4 | 24.3 | 4.5 | 1.3 |
| Louisiana | 8,771 | 1.5 | 4.8 | 11.9 | 21.9 | 34.8 | 18.7 | 4.5 | 1.9 |
| Mississippi | 5,996 | 0.6 | 2.8 | 8.4 | 17.5 | 31.4 | 23.1 | 12.6 | 3.6 |
| North Carolina | 9,476 | 1.0 | 3.0 | 9.6 | 20.4 | 33.3 | 25.8 | 5.9 | 1.0 |
| South Carolina | 6,860 | 0.9 | 2.9 | 7.8 | 17.3 | 29.0 | 26.2 | 10.8 | 5.1 |
| Tennessee | 7,942 | 0.5 | 1.9 | 7.3 | 19.3 | 31.7 | 27.8 | 10.7 | 0.8 |
| Virginia | 9,272 | 1.9 | 3.8 | 9.7 | 22.7 | 35.1 | 19.4 | 5.9 | 1.5 |
| Southern Region | 86,292 | 1.3 | 3.2 | 9.0 | 19.3 | 33.4 | 24.2 | 7.9 | 1.7 |

TABLE 15

Per Cent of Classes in Mathematics in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 5,593 | 2.3 | 4.3 | 7.7 | 15.8 | 30.5 | 27.9 | 10.6 | 0.9 |
| Arkansas | 4,084 | 5.9 | 7.9 | 11.9 | 18.5 | 26.4 | 19.5 | 6.8 | 3.1 |
| Florida | 7,444 | 2.3 | 3.2 | 7.0 | 16.3 | 35.7 | 28.4 | 6.2 | 0.9 |
| Georgia | 6,039 | 1.2 | 4.0 | 8.6 | 18.4 | 31.5 | 25.5 | 10.3 | 0.5 |
| Kentucky | 4,912 | 2.9 | 5.7 | 9.7 | 17.1 | 33.5 | 24.6 | 5.0 | 1.5 |
| Louisiana | 6,121 | 4.3 | 5.5 | 11.1 | 20.5 | 33.2 | 19.2 | 4.4 | 1.8 |
| Mississippi | 4,936 | 4.1 | 4.1 | 9.2 | 15.3 | 28.6 | 22.2 | 13.3 | 3.2 |
| North Carolina | 6,394 | 2.7 | 5.0 | 9.6 | 17.0 | 29.5 | 28.0 | 6.6 | 1.6 |
| South Carolina | 5,429 | 2.6 | 5.0 | 8.3 | 16.1 | 27.9 | 24.2 | 10.6 | 5.3 |
| Tennessee | 4,912 | 3.6 | 4.4 | 8.1 | 16.9 | 29.6 | 24.6 | 11.7 | 1.1 |
| Virginia | 6,882 | 4.4 | 5.4 | 10.6 | 20.8 | 32.5 | 19.1 | 5.3 | 1.9 |
| Southern Region | 62,746 | 3.2 | 4.8 | 9.2 | 17.6 | 31.1 | 24.1 | 8.1 | 1.9 |

TABLE 16

Per Cent of Classes in Science in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 5,682 | 1.3 | 3.5 | 7.4 | 15.6 | 31.6 | 27.8 | 11.8 | 1.0 |
| Arkansas | 3,413 | 4.4 | 7.4 | 11.7 | 19.9 | 27.6 | 18.2 | 6.9 | 3.9 |
| Florida | 6,557 | 1.9 | 3.5 | 7.2 | 15.5 | 35.8 | 28.7 | 5.6 | 1.8 |
| Georgia | 5,453 | 0.8 | 3.4 | 8.6 | 18.0 | 33.5 | 25.4 | 9.8 | 0.5 |
| Kentucky | 4,575 | 1.7 | 4.9 | 8.1 | 18.0 | 35.2 | 25.9 | 4.4 | 1.8 |
| Louisiana | 5,658 | 2.3 | 5.1 | 10.9 | 20.6 | 34.6 | 20.0 | 4.4 | 2.1 |
| Mississippi | 3,984 | 3.5 | 5.5 | 9.8 | 15.1 | 28.5 | 21.4 | 12.5 | 3.7 |
| North Carolina | 6,521 | 1.8 | 3.9 | 9.5 | 19.7 | 33.3 | 24.1 | 6.1 | 1.6 |
| South Carolina | 4,626 | 2.0 | 4.2 | 9.3 | 15.1 | 28.5 | 23.6 | 11.3 | 6.0 |
| Tennessee | 4,727 | 1.9 | 3.9 | 7.4 | 15.4 | 30.8 | 28.5 | 11.2 | 0.9 |
| Virginia | 6,203 | 2.8 | 4.2 | 10.3 | 22.2 | 35.9 | 18.2 | 4.6 | 1.8 |
| Southern Region | 57,399 | 2.1 | 4.3 | 9.0 | 17.9 | 32.8 | 24.0 | 7.8 | 2.1 |

## TABLE 17

Per Cent of Classes in Social Studies in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 6,630 | 0.4 | 1.6 | 5.4 | 15.7 | 32.3 | 29.9 | 13.6 | 1.1 |
| Arkansas | 4,142 | 2.8 | 6.6 | 11.1 | 18.9 | 26.7 | 21.0 | 8.8 | 4.1 |
| Florida | 7,324 | 0.9 | 1.8 | 5.5 | 13.5 | 35.2 | 31.2 | 8.4 | 3.5 |
| Georgia | 6,551 | 0.3 | 2.2 | 6.8 | 17.4 | 34.1 | 27.0 | 11.4 | 0.8 |
| Kentucky | 5,304 | 0.7 | 3.4 | 7.0 | 17.3 | 35.8 | 27.5 | 5.7 | 2.6 |
| Louisiana | 5,690 | 1.9 | 4.3 | 10.5 | 19.9 | 36.4 | 20.5 | 4.6 | 1.9 |
| Mississippi | 5,938 | 1.4 | 2.3 | 8.5 | 16.4 | 28.2 | 23.8 | 15.7 | 3.7 |
| North Carolina | 6,595 | 0.5 | 2.2 | 7.2 | 16.5 | 31.2 | 31.0 | 8.5 | 2.9 |
| South Carolina | 4,913 | 1.0 | 2.8 | 7.0 | 15.3 | 28.2 | 27.3 | 12.1 | 6.3 |
| Tennessee | 4,577 | 0.7 | 2.5 | 7.9 | 16.4 | 29.2 | 27.6 | 14.3 | 1.4 |
| Virginia | 6,741 | 0.9 | 2.8 | 8.7 | 19.3 | 34.6 | 23.9 | 6.9 | 2.9 |
| Southern Region | 64,405 | 1.0 | 2.8 | 7.6 | 16.9 | 32.3 | 26.8 | 9.8 | 2.8 |

## TABLE 18

Per Cent of Classes in Foreign Languages in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 1,079 | 4.9 | 10.4 | 13.8 | 18.3 | 32.1 | 17.8 | 2.5 | 0.2 |
| Arkansas | 583 | 14.5 | 16.3 | 16.1 | 23.5 | 19.0 | 7.2 | 2.4 | 1.0 |
| Florida | 2,773 | 4.5 | 6.2 | 14.1 | 20.9 | 33.8 | 17.3 | 2.7 | 0.5 |
| Georgia | 1,865 | 3.4 | 9.9 | 16.1 | 21.5 | 27.7 | 16.0 | 5.1 | 0.3 |
| Kentucky | 1,310 | 8.9 | 13.7 | 19.3 | 23.6 | 24.4 | 9.0 | 1.0 | 0.1 |
| Louisiana | 1,065 | 8.2 | 12.0 | 15.3 | 24.3 | 25.8 | 11.9 | 1.8 | 0.7 |
| Mississippi | 817 | 13.0 | 10.8 | 15.3 | 16.7 | 36.2 | 7.1 | 0.7 | 0.2 |
| North Carolina | 2,464 | 5.4 | 8.2 | 15.2 | 23.3 | 26.7 | 17.5 | 3.1 | 0.6 |
| South Carolina | 1,324 | 9.1 | 11.0 | 16.4 | 20.2 | 25.7 | 13.4 | 3.5 | 0.7 |
| Tennessee | 1,572 | 6.5 | 9.0 | 15.3 | 22.3 | 26.1 | 16.6 | 4.0 | 0.2 |
| Virginia | 2,917 | 8.3 | 11.3 | 17.4 | 23.9 | 28.1 | 9.1 | 1.6 | 0.3 |
| Southern Region | 17,769 | 6.9 | 10.0 | 15.9 | 22.0 | 28.3 | 13.8 | 2.7 | 0.4 |

TABLE 19

Per Cent of Classes in Physical Education in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 4,279 | 1.5 | 2.6 | 5.6 | 9.8 | 11.6 | 15.4 | 15.4 | 38.1 |
| Arkansas | 2,862 | 3.9 | 8.1 | 13.2 | 14.6 | 14.6 | 12.1 | 10.3 | 23.2 |
| Florida | 6,261 | 7.3 | 9.1 | 10.5 | 8.7 | 10.3 | 11.9 | 12.2 | 30.0 |
| Georgia | 3,360 | 1.0 | 4.6 | 10.2 | 13.0 | 19.7 | 17.2 | 14.3 | 20.0 |
| Kentucky | 3,008 | 2.8 | 8.0 | 11.3 | 14.7 | 26.8 | 18.6 | 8.7 | 9.1 |
| Louisiana | 6,253 | 3.3 | 7.4 | 13.3 | 17.1 | 19.8 | 15.1 | 8.6 | 15.4 |
| Mississippi | 1,971 | 4.5 | 8.1 | 12.9 | 14.3 | 15.9 | 14.0 | 12.5 | 17.8 |
| North Carolina | 2,175 | 4.0 | 4.0 | 8.8 | 16.2 | 23.5 | 21.1 | 13.2 | 9.2 |
| South Carolina | 3,168 | 3.9 | 7.8 | 11.4 | 13.2 | 15.1 | 14.7 | 13.9 | 20.0 |
| Tennessee | 4,438 | 3.0 | 3.5 | 8.4 | 12.8 | 16.2 | 16.9 | 13.5 | 25.7 |
| Virginia | 5,017 | 2.6 | 3.8 | 6.5 | 12.1 | 16.6 | 20.1 | 19.0 | 19.3 |
| Southern Region | 42,792 | 3.5 | 6.1 | 10.0 | 13.0 | 16.8 | 15.8 | 12.9 | 21.9 |

TABLE 20

Per Cent of Classes in Music in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 1,269 | 11.1 | 11.3 | 10.2 | 9.5 | 11.6 | 10.1 | 9.1 | 27.1 |
| Arkansas | 817 | 13.6 | 12.6 | 9.8 | 11.1 | 13.8 | 10.4 | 6.6 | 22.1 |
| Florida | 1,983 | 11.9 | 10.6 | 10.1 | 10.3 | 11.0 | 9.9 | 6.8 | 29.4 |
| Georgia | 1,255 | 8.7 | 9.4 | 7.7 | 10.6 | 11.7 | 9.6 | 7.9 | 34.4 |
| Kentucky | 1,329 | 9.9 | 12.0 | 11.7 | 11.2 | 15.9 | 9.9 | 5.6 | 23.8 |
| Louisiana | 2,064 | 12.2 | 9.5 | 12.3 | 12.4 | 14.3 | 9.9 | 7.0 | 22.4 |
| Mississippi | 1,206 | 20.1 | 11.0 | 12.5 | 9.1 | 10.9 | 6.7 | 7.9 | 21.8 |
| North Carolina | 906 | 8.9 | 9.9 | 8.4 | 10.5 | 11.3 | 8.2 | 8.6 | 34.2 |
| South Carolina | 1,240 | 13.9 | 10.8 | 12.6 | 9.8 | 11.9 | 9.6 | 8.4 | 23.0 |
| Tennessee | 1,132 | 11.1 | 9.5 | 10.8 | 10.8 | 11.5 | 11.0 | 8.0 | 27.3 |
| Virginia | 1,270 | 14.5 | 13.3 | 11.7 | 8.2 | 11.0 | 8.1 | 6.2 | 27.0 |
| Southern Region | 14,471 | 12.3 | 10.8 | 10.8 | 10.4 | 12.3 | 9.5 | 7.4 | 26.5 |

TABLE 21

Per Cent of Classes in Art in High Schools
within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 371 | 14.0 | 9.2 | 15.1 | 20.2 | 23.5 | 9.7 | 6.7 | 1.6 |
| Arkansas | 65 | 12.3 | 20.0 | 7.7 | 21.5 | 20.0 | 12.3 | 3.1 | 3.1 |
| Florida | 718 | 5.7 | 9.5 | 13.5 | 24.1 | 27.8 | 14.6 | 3.8 | 1.0 |
| Georgia | 364 | 1.1 | 7.1 | 12.9 | 21.2 | 29.4 | 20.1 | 8.2 | |
| Kentucky | 547 | 5.8 | 11.2 | 17.5 | 25.2 | 23.8 | 13.7 | 2.4 | 0.4 |
| Louisiana | 412 | 5.6 | 8.7 | 16.3 | 17.7 | 29.1 | 14.8 | 2.7 | 5.1 |
| Mississippi | 155 | 8.4 | 12.3 | 11.0 | 18.0 | 25.8 | 10.3 | 11.0 | 3.2 |
| North Carolina | 260 | 2.7 | 15.0 | 20.0 | 22.7 | 21.9 | 14.2 | 2.7 | 0.8 |
| South Carolina | 202 | 7.9 | 13.4 | 19.3 | 17.8 | 29.7 | 9.4 | 2.5 | |
| Tennessee | 362 | 2.5 | 6.1 | 19.1 | 24.7 | 22.4 | 13.3 | 8.0 | 3.9 |
| Virginia | 739 | 8.7 | 15.7 | 31.9 | 26.9 | 10.8 | 3.5 | 1.8 | 0.7 |
| Southern Region | 4,195 | 6.4 | 11.0 | 18.6 | 22.9 | 23.3 | 12.0 | 4.3 | 1.5 |

TABLE 22

Per Cent of Classes in Business Education in High Schools
within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 2,894 | 6.5 | 12.9 | 16.4 | 18.2 | 25.1 | 16.4 | 4.3 | 0.2 |
| Arkansas | 2,138 | 18.2 | 20.0 | 22.1 | 15.0 | 13.1 | 8.1 | 2.8 | 0.7 |
| Florida | 4,432 | 12.6 | 10.3 | 13.0 | 18.9 | 26.3 | 14.0 | 3.5 | 1.4 |
| Georgia | 2,862 | 4.3 | 10.7 | 15.8 | 18.7 | 24.9 | 17.3 | 8.0 | 0.3 |
| Kentucky | 2,943 | 4.6 | 12.1 | 16.4 | 22.1 | 25.9 | 14.6 | 3.6 | 0.7 |
| Louisiana | 2,866 | 9.4 | 14.7 | 17.1 | 20.0 | 26.2 | 11.5 | 0.8 | 0.3 |
| Mississippi | 2,132 | 16.1 | 19.8 | 22.1 | 17.6 | 14.9 | 6.6 | 1.9 | 1.0 |
| North Carolina | 5,013 | 4.7 | 8.7 | 14.8 | 18.6 | 24.5 | 19.6 | 7.2 | 1.9 |
| South Carolina | 2,136 | 11.1 | 16.8 | 19.1 | 18.5 | 18.7 | 11.8 | 3.0 | 1.0 |
| Tennessee | 3,119 | 4.2 | 8.2 | 13.7 | 19.2 | 24.7 | 19.2 | 10.0 | 0.8 |
| Virginia | 3,982 | 9.7 | 12.5 | 17.0 | 20.4 | 24.8 | 12.3 | 2.8 | 0.5 |
| Southern Region | 34,517 | 8.7 | 12.5 | 16.4 | 19.0 | 23.5 | 14.4 | 4.6 | 0.9 |

TABLE 23

Per Cent of Classes in Home Economics in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 2,193 | 9.9 | 19.0 | 29.4 | 24.0 | 12.5 | 4.1 | 1.0 | 0.1 |
| Arkansas | 1,811 | 19.3 | 25.3 | 26.6 | 16.4 | 7.7 | 2.9 | 1.3 | 0.5 |
| Florida | 2,522 | 8.1 | 19.2 | 25.7 | 26.5 | 16.0 | 3.8 | 0.4 | 0.3 |
| Georgia | 2,325 | 3.0 | 15.2 | 25.7 | 28.0 | 19.1 | 6.4 | 2.4 | 0.2 |
| Kentucky | 2,057 | 9.2 | 29.0 | 33.0 | 22.8 | 4.8 | 1.0 | 0.1 | 0.1 |
| Louisiana | 2,718 | 13.3 | 23.8 | 26.4 | 20.1 | 10.9 | 3.9 | 1.1 | 0.5 |
| Mississippi | 2,060 | 15.5 | 28.2 | 28.3 | 14.7 | 7.8 | 3.2 | 1.8 | 0.5 |
| North Carolina | 3,318 | 10.3 | 21.7 | 30.6 | 22.4 | 10.4 | 3.8 | 0.6 | 0.2 |
| South Carolina | 2,105 | 10.2 | 18.1 | 25.0 | 20.8 | 15.2 | 6.5 | 2.8 | 1.4 |
| Tennessee | | INCLUDED WITH VOCATIONAL SUBJECTS | | | | | | | |
| Virginia | 2,492 | 19.9 | 30.0 | 28.5 | 14.0 | 4.5 | 1.8 | 0.8 | 0.5 |
| Southern Region | 23,601 | 11.7 | 22.8 | 28.0 | 21.1 | 11.0 | 3.8 | 1.2 | 0.4 |

TABLE 24

Per Cent of Classes in Agriculture in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 1,277 | 15.1 | 28.7 | 24.2 | 16.8 | 9.8 | 3.1 | 1.7 | 0.6 |
| Arkansas | 1,261 | 20.9 | 30.4 | 25.2 | 14.2 | 5.2 | 2.8 | 1.1 | 0.2 |
| Florida | 1,044 | 20.8 | 32.9 | 25.2 | 13.2 | 5.3 | 1.7 | 0.6 | 0.3 |
| Georgia | 1,126 | 6.1 | 28.5 | 32.9 | 16.1 | 9.5 | 5.7 | 1.0 | 0.2 |
| Kentucky | 865 | 15.1 | 38.2 | 29.4 | 11.3 | 5.1 | 0.5 | 0.5 | 0.2 |
| Louisiana | 1,120 | 24.6 | 28.4 | 21.3 | 11.7 | 8.4 | 3.6 | 1.0 | 1.0 |
| Mississippi | 1,056 | 22.3 | 27.0 | 21.7 | 14.7 | 7.0 | 4.2 | 2.5 | 0.6 |
| North Carolina | 2,462 | 18.2 | 31.9 | 25.9 | 14.9 | 5.4 | 2.5 | 0.9 | 0.3 |
| South Carolina | 1,210 | 22.4 | 22.6 | 20.8 | 16.4 | 8.8 | 4.3 | 2.6 | 2.1 |
| Tennessee | | INCLUDED WITH VOCATIONAL SUBJECTS | | | | | | | |
| Virginia | 1,141 | 34.8 | 34.7 | 18.7 | 8.1 | 2.3 | 0.9 | 0.1 | 0.4 |
| Southern Region | 12,562 | 19.9 | 30.3 | 24.5 | 14.0 | 6.6 | 2.9 | 1.2 | 0.6 |

## TABLE 25

Per Cent of Classes in Industrial Arts in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 447 | 5.1 | 9.9 | 32.2 | 25.3 | 18.8 | 7.4 | 0.9 | 0.4 |
| Arkansas | 309 | 12.3 | 21.7 | 27.8 | 19.1 | 12.0 | 5.1 | 1.0 | 1.0 |
| Florida | 1,704 | 7.6 | 13.6 | 23.2 | 26.8 | 20.6 | 7.3 | 0.8 | 0.1 |
| Georgia | 860 | 29.4 | 28.7 | 24.7 | 12.8 | 3.7 | 0.7 | | |
| Kentucky | 1,106 | 5.7 | 20.3 | 31.9 | 26.4 | 12.7 | 2.5 | | 0.5 |
| Louisiana | 1,273 | 10.7 | 21.7 | 26.5 | 20.9 | 12.9 | 5.2 | 1.3 | 0.8 |
| Mississippi | 433 | 14.3 | 22.9 | 25.2 | 17.8 | 10.8 | 5.1 | 3.2 | 0.7 |
| North Carolina | 883 | 7.5 | 17.6 | 31.6 | 24.9 | 13.4 | 4.0 | 0.8 | 0.2 |
| South Carolina | 711 | 11.0 | 20.2 | 27.3 | 19.3 | 13.4 | 5.8 | 2.2 | 0.8 |
| Tennessee | 4,507 | 7.6 | 16.5 | 26.1 | 26.9 | 16.4 | 5.4 | 0.8 | 0.3 |
| Virginia | 1,898 | 13.6 | 25.8 | 31.7 | 20.1 | 6.6 | 1.4 | 0.1 | 0.7 |
| Southern Region | 14,131 | 10.2 | 19.3 | 27.5 | 23.6 | 13.7 | 4.5 | 0.8 | 0.4 |

## TABLE 26

Per Cent of Classes in T and I Education in High Schools within Various Class Size Categories by State

| State | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Alabama | 954 | 32.6 | 22.1 | 25.8 | 11.3 | 5.6 | 1.6 | 1.0 | |
| Arkansas | 201 | 21.4 | 27.4 | 23.4 | 11.9 | 10.0 | 5.9 | | |
| Florida | 1,176 | 24.9 | 32.2 | 30.0 | 9.9 | 2.2 | 0.4 | 0.1 | 0.3 |
| Georgia | 379 | 13.5 | 23.7 | 26.7 | 15.3 | 10.3 | 5.8 | 3.4 | 1.3 |
| Kentucky | 203 | 24.1 | 20.7 | 37.9 | 9.9 | 6.9 | 0.5 | | |
| Louisiana | 309 | 17.5 | 26.5 | 26.5 | 16.6 | 8.1 | 4.2 | | 0.6 |
| Mississippi | 296 | 12.8 | 25.0 | 33.5 | 18.3 | 5.1 | 3.0 | 2.0 | 0.3 |
| North Carolina | 835 | 12.6 | 24.8 | 23.2 | 21.0 | 11.8 | 4.4 | 1.2 | 1.0 |
| South Carolina | 848 | 12.6 | 21.5 | 37.5 | 22.9 | 4.9 | 0.5 | 0.1 | |
| Tennessee | 1,083 | 9.0 | 15.0 | 28.6 | 25.7 | 15.1 | 4.9 | 1.1 | 0.6 |
| Virginia | 372 | 34.4 | 28.5 | 20.4 | 11.3 | 4.6 | 0.8 | | |
| Southern Region | 6,656 | 19.0 | 23.7 | 28.3 | 17.6 | 7.6 | 2.6 | 0.8 | 0.4 |

TABLE 27

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—
Grade 7-12 Organization—by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools whose total course units fall in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 176 | 51.7 | 20.5 | 9.7 | 13.6 | 4.5 | | | | | | | | | |
| 100-249 | 846 | 14.4 | 38.9 | 30.1 | 11.5 | 4.3 | 0.7 | 0.1 | | | | | | | |
| 250-499 | 804 | 3.7 | 19.5 | 37.1 | 23.5 | 12.1 | 3.6 | 0.5 | | | | | | | |
| 500-999 | 405 | 0.7 | 7.9 | 16.6 | 26.4 | 25.7 | 14.1 | 6.4 | 1.0 | 0.5 | 0.5 | 0.2 | | | |
| 1,000-1,499 | 74 | | 4.0 | 8.1 | 4.0 | 10.8 | 13.5 | 23.0 | 14.9 | 8.1 | 4.0 | 6.8 | 1.4 | 1.4 | |
| 1,500-1,999 | 22 | | | | | 13.6 | 9.2 | 9.2 | 18.1 | 18.1 | 13.6 | 4.5 | 9.2 | 4.5 | |
| 2,000 or more | 20 | | | | | | 5.0 | 5.0 | 5.0 | 10.0 | 5.0 | 20.0 | 20.0 | 15.0 | 15.0 |
| Southern Region | 2,347 | 10.5 | 23.7 | 27.4 | 17.9 | 10.9 | 4.5 | 2.2 | 0.8 | 0.6 | 0.4 | 0.5 | 0.3 | 0.2 | 0.1 |

TABLE 28

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—
Grade 8-12 Organization—by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools whose total course units fall in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 26 | 26.9 | 23.1 | 23.1 | 3.8 | 15.4 | 7.7 | | | | | | | | |
| 100-249 | 186 | 1.1 | 7.5 | 28.5 | 34.4 | 15.6 | 8.1 | 3.2 | 1.6 | | | | | | |
| 250-499 | 224 | | 2.7 | 11.6 | 24.6 | 24.6 | 22.7 | 9.4 | 2.7 | 1.3 | | 0.4 | | | |
| 500-999 | 206 | | 1.5 | 6.8 | 11.7 | 25.4 | 12.7 | 11.2 | 13.6 | 12.2 | 2.9 | 1.5 | 0.5 | | |
| 1,000-1,499 | 66 | | | | 1.5 | 10.6 | 13.7 | 12.1 | 21.2 | 21.2 | 7.6 | 7.6 | 3.0 | 1.5 | |
| 1,500-1,999 | 24 | | | | | 8.3 | | 8.3 | 12.5 | 16.7 | 20.9 | 8.3 | | 8.3 | 16.7 |
| 2,000 or more | 9 | | | | | | | 11.1 | 22.3 | | 22.2 | | 22.2 | 11.1 | 11.1 |
| Southern Region | 741 | 1.2 | 3.9 | 13.4 | 19.6 | 20.1 | 13.9 | 8.3 | 7.6 | 6.2 | 2.4 | 1.5 | 0.7 | 0.5 | 0.7 |

TABLE 29

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—
Grade 9-12 Organization—by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools whose total course units fall in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 70 | 36.1 | 40.3 | 20.8 | 2.8 | | | | | | | | | | |
| 100-249 | 346 | 4.3 | 20.0 | 40.1 | 27.8 | 6.9 | 0.3 | 0.3 | | | 0.3 | | | | |
| 250-499 | 457 | 0.4 | 3.5 | 15.9 | 37.1 | 33.4 | 7.6 | 1.3 | 0.2 | 0.2 | 0.2 | 0.2 | | | |
| 500-999 | 370 | | 0.3 | 1.6 | 10.0 | 31.3 | 27.3 | 17.3 | 9.5 | 1.1 | 1.3 | | 0.3 | | |
| 1,000-1,499 | 92 | 1.1 | | | 3.3 | 7.6 | 17.4 | 17.4 | 18.4 | 11.9 | 7.6 | 6.5 | 3.3 | 2.2 | 3.3 |
| 1,500-1,999 | 31 | | | 3.2 | | 3.2 | 3.2 | 16.1 | 16.1 | 16.1 | 3.2 | 3.2 | 13.0 | 9.7 | 13.0 |
| 2,000 or more | 15 | | | | | 6.7 | | 6.7 | | | 13.3 | 13.3 | 13.3 | 20.0 | 26.7 |
| Southern Region | 1,381 | 3.2 | 8.3 | 16.9 | 22.3 | 21.8 | 11.1 | 6.7 | 4.2 | 1.5 | 1.2 | 0.7 | 0.7 | 0.6 | 0.8 |

## TABLE 30

### Total Number of Grade 9-12 Course Units Offered in Southern High Schools—Grade 10-12 Organization—by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools whose total course units fall in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 1 | 100.0 | | | | | | | | | | | | | |
| 100-249 | 7 | 14.3 | | 71.4 | 14.3 | | | | | | | | | | |
| 250-499 | 46 | | 4.4 | 20.0 | 22.2 | 26.7 | 13.4 | 4.4 | 6.7 | 2.2 | | | | | |
| 500-999 | 99 | | 1.0 | 3.0 | 8.1 | 27.3 | 24.3 | 15.2 | 12.1 | 3.0 | | 3.0 | 3.0 | | |
| 1,000-1,499 | 72 | 1.4 | | 1.4 | 1.4 | 5.6 | 4.2 | 18.0 | 18.0 | 13.9 | 13.9 | 4.2 | 2.8 | 8.3 | 6.9 |
| 1,500-1,999 | 48 | | | | | 2.0 | 6.3 | 6.3 | 6.3 | 4.1 | 12.5 | 6.3 | 8.3 | 12.5 | 35.4 |
| 2,000 or more | 34 | | | | | | | | 5.9 | 2.9 | 5.9 | 8.8 | 5.9 | 5.9 | 64.7 |
| Southern Region | 307 | 1.0 | 1.0 | 5.9 | 6.5 | 14.4 | 11.7 | 10.8 | 10.8 | 5.5 | 5.9 | 3.9 | 3.6 | 4.6 | 14.4 |

## TABLE 31

### Total Number of Grade 9-12 Course Units Offered in All Southern High Schools—by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools whose total course units fall in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 273 | 45.5 | 25.8 | 13.8 | 9.8 | 4.4 | 0.7 | | | | | | | | |
| 100-249 | 1,385 | 10.1 | 29.8 | 32.6 | 18.6 | 6.4 | 1.6 | 0.6 | 0.2 | | 0.1 | | | | |
| 250-499 | 1,531 | 2.1 | 11.8 | 26.5 | 27.7 | 20.7 | 7.9 | 2.1 | 0.7 | 0.3 | 0.1 | 0.1 | | | |
| 500-999 | 1,080 | 0.3 | 3.4 | 8.3 | 16.3 | 27.7 | 19.3 | 11.9 | 7.3 | 3.2 | 1.2 | 0.6 | 0.5 | | |
| 1,000-1,499 | 304 | 0.7 | 1.0 | 2.3 | 2.6 | 8.6 | 12.5 | 17.8 | 18.1 | 13.4 | 8.2 | 6.3 | 2.6 | 3.3 | 2.6 |
| 1,500-1,999 | 125 | | | 0.8 | | 5.6 | 4.8 | 9.6 | 12.0 | 12.0 | 12.0 | 5.6 | 8.0 | 9.6 | 20.0 |
| 2,000 or more | 78 | | | | | 1.3 | 1.3 | 3.8 | 6.4 | 3.8 | 9.0 | 11.5 | 12.9 | 11.5 | 38.5 |
| Southern Region | 4,776 | 6.3 | 14.8 | 20.8 | 18.7 | 15.7 | 8.3 | 5.0 | 3.5 | 2.1 | 1.3 | 0.9 | 0.7 | 0.6 | 1.3 |

## TABLE 32

Percentage Distribution of High Schools by Number of Course Units Offered in Language Arts, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | | | 1.2 | 2.8 | 73.6 | 11.5 | 6.5 | 1.4 | 2.3 | 0.7 | | | | | | | |
| Arkansas | 483 | | | 0.4 | 2.9 | 59.1 | 21.8 | 10.8 | 2.1 | 1.7 | 0.4 | 0.6 | 0.2 | | | | | |
| Florida | 334 | | | 4.2 | 4.5 | 29.2 | 16.8 | 7.5 | 6.0 | 5.7 | 3.0 | 3.3 | 1.8 | 3.9 | 3.0 | 1.2 | 3.0 | 6.9 |
| Georgia | 412 | | | | 1.2 | 65.1 | 21.6 | 8.5 | 1.5 | 1.7 | 0.2 | 0.2 | | | | | | |
| Kentucky | 359 | | | 0.6 | 1.4 | 35.3 | 34.8 | 18.7 | 5.8 | 2.8 | 0.3 | 0.3 | | | | | | |
| Louisiana | 501 | | | | 1.0 | 59.2 | 22.6 | 9.4 | 3.8 | 2.2 | 1.6 | 0.2 | | | | | | |
| Mississippi | 428 | | | 1.6 | 4.4 | 75.6 | 13.8 | 3.7 | 0.7 | | 0.2 | | | | | | | |
| North Carolina | 650 | | | 0.2 | 2.0 | 70.6 | 17.2 | 6.8 | 2.7 | 0.2 | 0.3 | | | | | | | |
| South Carolina | 355 | | | 0.8 | 1.4 | 61.1 | 22.8 | 9.0 | 3.7 | 0.6 | 0.3 | | | 0.3 | | | | |
| Tennessee | 445 | | | 2.0 | 9.9 | 65.1 | 16.9 | 5.2 | 0.9 | | | | | | | | | |
| Virginia | 376 | | | 0.3 | 0.5 | 1.3 | 51.9 | 26.9 | 10.6 | 5.3 | 1.9 | 0.5 | 0.8 | | | | | |
| Southern Region | 4,776 | | | 0.9 | 2.9 | 56.3 | 22.2 | 9.9 | 3.3 | 1.3 | 0.8 | 0.4 | 0.2 | 0.3 | 0.2 | 0.1 | 0.2 | 0.5 |

## TABLE 33

Percentage Distribution of High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | | | 6.2 | 10.2 | 64.8 | 13.6 | 4.8 | | 0.4 | | | | | | | | |
| 100-249 | 1,385 | | | 0.9 | 3.2 | 76.0 | 15.0 | 3.5 | 0.9 | 0.4 | 0.1 | | | | | | | |
| 250-499 | 1,531 | | | 0.6 | 2.3 | 62.5 | 24.4 | 7.7 | 1.8 | 0.5 | 0.1 | | | 0.1 | | | | |
| 500-999 | 1,080 | | | 0.3 | 2.3 | 40.3 | 29.9 | 17.6 | 6.2 | 1.6 | 0.4 | 0.6 | 0.2 | 0.2 | 0.2 | 0.1 | | 0.1 |
| 1,000-1,499 | 304 | | | 0.7 | 1.0 | 16.8 | 28.6 | 23.0 | 11.8 | 7.6 | 3.9 | 1.7 | 0.3 | 1.3 | 1.3 | 0.3 | 1.0 | 0.7 |
| 1,500-1,999 | 125 | | | | 2.4 | 8.0 | 20.0 | 15.2 | 12.0 | 14.4 | 8.8 | 3.2 | 4.8 | 2.4 | 1.6 | 0.8 | 3.2 | 3.2 |
| 2,000 or more | 78 | | | | | 5.1 | 10.4 | 16.7 | 2.5 | 16.7 | 7.7 | 5.1 | 1.3 | 5.1 | 2.5 | 1.3 | 3.8 | 21.8 |
| Southern Region | 4,776 | | | 0.9 | 2.9 | 56.3 | 22.2 | 9.9 | 3.3 | 1.8 | 0.8 | 0.4 | 0.2 | 0.3 | 0.2 | 0.1 | 0.2 | 0.5 |

TABLE 34

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Language Arts, by State

| State | Per cent of high school pupils with following number of course units available in Language Arts: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | | | 0.6 | 3.3 | 50.7 | 18.1 | 12.5 | 4.2 | 6.1 | 3.9 | 0.6 |
| Arkansas | | | 0.1 | 1.5 | 38.2 | 24.0 | 18.7 | 4.6 | 3.4 | 3.0 | 6.5 |
| Florida | NOT AVAILABLE | | | | | | | | | | |
| Georgia | | | | 3.3 | 51.0 | 28.7 | 11.4 | 2.0 | 2.9 | 1.3 | 0.4 |
| Kentucky | | | 0.8 | 0.2 | 20.1 | 34.9 | 27.7 | 8.9 | 6.5 | 0.3 | 0.6 |
| Louisiana | | | | 0.5 | 34.2 | 24.3 | 13.5 | 9.9 | 9.8 | 7.4 | 0.4 |
| Mississippi | | | 1.1 | 3.8 | 64.0 | 20.4 | 7.9 | 2.0 | | 0.8 | |
| North Carolina | | | 0.1 | 2.1 | 54.9 | 22.7 | 13.9 | 6.0 | 0.1 | 0.2 | |
| South Carolina | | | 1.6 | 2.2 | 41.5 | 29.7 | 15.1 | 6.9 | 1.3 | 0.7 | 1.0 |
| Tennessee | | | 0.5 | 6.3 | 51.8 | 28.0 | 11.3 | 2.1 | | | |
| Virginia | | | 0.1 | 0.1 | 0.6 | 30.0 | 28.3 | 14.5 | 17.0 | 5.1 | 4.3 |
| Southern Region | | | 0.6 | 4.5 | 39.6 | 25.9 | 15.3 | 6.2 | 4.8 | 2.2 | 0.9 |

TABLE 35

Percentage Distribution of High Schools by Number of Course Units Offered in Social Studies, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | | 1.6 | 3.0 | 14.4 | 56.8 | 14.3 | 8.1 | 0.9 | 0.5 | 0.2 | 0.2 | | | | | | |
| Arkansas | 483 | | 1.2 | 11.6 | 20.5 | 34.3 | 19.0 | 9.9 | 2.7 | 0.6 | 0.2 | | | | | | | |
| Florida | 334 | 0.6 | 1.5 | 3.9 | 15.3 | 32.0 | 16.4 | 12.6 | 6.3 | 4.5 | 3.3 | 1.8 | 0.9 | 0.3 | 0.3 | 0.3 | | |
| Georgia | 412 | | | 0.2 | 8.5 | 42.5 | 24.3 | 14.6 | 6.3 | 2.4 | 1.0 | 0.2 | | | | | | |
| Kentucky | 359 | | 0.6 | 1.4 | 14.5 | 21.2 | 29.5 | 20.8 | 8.1 | 2.2 | 1.1 | 0.3 | 0.3 | | | | | |
| Louisiana | 501 | 0.2 | 0.2 | 9.6 | 27.5 | 35.3 | 17.2 | 6.8 | 1.6 | 1.2 | 0.4 | | | | | | | |
| Mississippi | 428 | 0.9 | 0.5 | 4.2 | 22.9 | 56.8 | 11.2 | 3.1 | 0.2 | 0.2 | | | | | | | | |
| North Carolina | 650 | | 0.5 | 3.4 | 16.7 | 29.5 | 18.3 | 19.4 | 9.4 | 2.4 | | 0.2 | | 0.2 | | | | |
| South Carolina | 355 | 0.2 | 0.2 | 5.4 | 13.2 | 23.4 | 31.7 | 21.8 | 3.7 | | 0.2 | 0.1 | | 0.1 | | | | |
| Tennessee | 445 | 1.1 | 6.5 | 16.2 | 20.2 | 25.6 | 18.7 | 8.3 | 2.3 | 1.1 | | | | | | | | |
| Virginia | 376 | | | 0.5 | 4.8 | 15.4 | 45.6 | 25.5 | 6.6 | 1.6 | | | | | | | | |
| Southern Region | 4,776 | 0.2 | 1.1 | 6.1 | 16.4 | 35.5 | 22.3 | 12.9 | 3.5 | 1.2 | 0.5 | 0.2 | 0.1 | * | * | * | | |

* Less than 0.1 per cent.

## TABLE 36

Percentage Distribution of High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | | 1.5 | 11.7 | 15.8 | 49.1 | 14.6 | 5.1 | 1.5 | 0.7 | | | | | | | | |
| 100-249 | 1,385 | 0.3 | 2.7 | 11.8 | 25.5 | 34.6 | 16.2 | 6.9 | 1.4 | 0.5 | 0.1 | | | | | | | |
| 250-499 | 1,531 | 0.3 | 0.5 | 4.9 | 17.3 | 37.9 | 23.8 | 12.0 | 2.2 | 0.7 | 0.2 | 0.1 | | 0.1 | | | | |
| 500-999 | 1,080 | 0.1 | 0.2 | 1.5 | 9.5 | 37.2 | 26.7 | 18.7 | 4.2 | 1.2 | 0.5 | 0.1 | | 0.1 | | | | |
| 1,000-1,499 | 304 | 0.3 | 0.3 | 1.0 | 4.9 | 22.1 | 31.3 | 24.3 | 11.2 | 2.3 | 1.7 | 0.3 | 0.3 | | | | | |
| 1,500-1,999 | 125 | | | | 3.2 | 16.8 | 26.4 | 27.2 | 13.6 | 6.4 | 2.4 | 3.2 | 0.8 | | | | | |
| 2,000 or more | 78 | | | | 1.3 | 16.6 | 24.4 | 15.4 | 16.6 | 9.0 | 7.7 | 3.8 | 2.6 | | 1.3 | 1.3 | | |
| Southern Region | 4,776 | 0.2 | 1.1 | 6.1 | 16.4 | 35.5 | 22.3 | 12.9 | 3.5 | 1.2 | 0.5 | 0.2 | 0.1 | * | * | * | | |

* Less than one-half of 0.1 per cent.

## TABLE 37

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Social Studies, by State

| State | Per cent of high school pupils with following number of course units available in Social Studies: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | | 1.0 | 1.6 | 9.4 | 46.5 | 14.9 | 19.8 | 3.1 | 2.2 | 0.4 | 1.1 |
| Arkansas | | 0.6 | 5.7 | 11.0 | 31.1 | 27.7 | 16.3 | 4.5 | 2.7 | 0.4 | |
| Florida | | 0.1 | 0.5 | 5.0 | 21.2 | 17.6 | 18.1 | 13.2 | 7.7 | 7.1 | 9.5 |
| Georgia | | | 0.1 | 5.7 | 37.1 | 24.0 | 18.6 | 8.9 | 3.4 | 2.0 | 0.2 |
| Kentucky | | 0.9 | 0.3 | 6.9 | 14.4 | 32.3 | 24.3 | 13.5 | 2.8 | 2.4 | 2.2 |
| Louisiana | | 0.1 | 5.8 | 21.0 | 36.7 | 26.3 | 7.5 | 0.7 | 1.5 | 0.4 | |
| Mississippi | 0.9 | 0.2 | 1.8 | 16.9 | 57.1 | 15.5 | 6.9 | 0.4 | 0.3 | | |
| North Carolina | 0.1 | 0.1 | 3.5 | 10.9 | 19.6 | 34.8 | 25.7 | 5.0 | | 0.1 | 0.2 |
| South Carolina | 0.9 | 0.6 | 5.8 | 15.9 | 34.5 | 19.9 | 15.7 | 6.7 | | | |
| Tennessee | 0.6 | 1.6 | 5.8 | 15.6 | 28.4 | 23.8 | 15.1 | 6.4 | 2.7 | | |
| Virginia | | | 0.1 | 2.1 | 16.1 | 42.9 | 26.5 | 10.0 | 2.3 | | |
| Southern Region | 0.2 | 0.4 | 2.6 | 10.4 | 29.4 | 26.2 | 18.6 | 7.0 | 2.5 | 1.3 | 1.4 |

TABLE 38

Percentage Distribution of High Schools by Number of Course Units Offered in Mathematics, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | | 1.6 | 7.6 | 22.6 | 33.1 | 21.0 | 8.8 | 3.7 | 0.9 | 0.7 | | | | | | | |
| Arkansas | 483 | | 1.9 | 15.3 | 27.2 | 24.8 | 14.1 | 13.0 | 3.1 | 0.4 | 0.2 | | | | | | | |
| Florida | 334 | 0.6 | 1.5 | 5.7 | 10.5 | 12.8 | 12.6 | 14.6 | 11.4 | 7.8 | 9.9 | 3.3 | 1.8 | 5.1 | 0.9 | | 1.2 | 0.3 |
| Georgia | 412 | | 0.2 | 1.5 | 10.0 | 24.8 | 30.3 | 20.9 | 9.7 | 2.2 | 0.4 | | | | | | | |
| Kentucky | 359 | | 0.3 | 3.1 | 10.0 | 22.3 | 28.0 | 26.2 | 8.1 | 1.4 | 0.3 | 0.3 | | | | | | |
| Louisiana | 501 | | | 1.0 | 10.6 | 20.4 | 27.7 | 27.7 | 9.0 | 2.4 | 0.8 | 0.4 | | | | | | |
| Mississippi | 428 | 0.9 | 0.7 | 4.7 | 27.3 | 33.6 | 26.2 | 4.7 | 1.2 | 0.2 | 0.5 | | | | | | | |
| North Carolina | 650 | | 0.5 | 3.4 | 16.7 | 29.5 | 18.3 | 19.4 | 9.4 | 2.4 | | 0.2 | | 0.2 | | | | |
| South Carolina | 355 | 0.3 | 0.6 | 1.7 | 11.0 | 20.5 | 23.6 | 19.1 | 13.0 | 6.8 | 2.0 | 0.8 | 0.6 | | | | | |
| Tennessee | 445 | 0.7 | 2.0 | 8.8 | 22.4 | 31.0 | 29.0 | 5.2 | 0.9 | | | | | | | | | |
| Virginia | 376 | | 0.3 | | 2.9 | 5.3 | 14.9 | 40.5 | 21.5 | 12.2 | 1.3 | 0.5 | 0.3 | 0.3 | | | | |
| Southern Region | 4,776 | 0.2 | 0.8 | 4.9 | 16.1 | 24.2 | 22.3 | 18.0 | 7.9 | 3.1 | 1.2 | 0.4 | 0.2 | 0.4 | 0.1 | | 0.1 | 0.1 |

TABLE 39

Percentage Distribution of High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 0.4 | 6.6 | 26.0 | 28.9 | 17.6 | 7.3 | 8.1 | 2.9 | 1.1 | 1.1 | | | | | | | |
| 100-249 | 1,385 | 0.1 | 1.0 | 9.2 | 30.3 | 30.1 | 16.8 | 9.1 | 2.6 | 0.6 | 0.1 | 0.1 | | | | | | |
| 250-499 | 1,531 | 0.2 | 0.4 | 1.9 | 14.0 | 31.1 | 27.8 | 17.9 | 5.6 | 0.9 | | 0.1 | | 0.1 | | | | |
| 500-999 | 1,080 | 0.2 | 0.1 | 0.5 | 4.7 | 17.5 | 28.8 | 28.9 | 13.5 | 4.0 | 1.2 | 0.3 | 0.1 | 0.2 | | | | |
| 1,000-1,499 | 304 | | 0.3 | 0.3 | 1.3 | 7.9 | 18.8 | 28.3 | 22.7 | 9.9 | 7.6 | 1.0 | 0.6 | 1.3 | | | | |
| 1,500-1,999 | 125 | | | | 0.8 | 3.2 | 13.6 | 18.4 | 18.4 | 23.2 | 11.2 | 1.6 | 4.8 | 3.2 | 1.6 | | | |
| 2,000 or more | 78 | | | | | | 5.1 | 20.5 | 15.4 | 23.1 | 5.1 | 12.8 | | 10.3 | 1.3 | | 5.1 | 1.3 |
| Southern Region | 4,776 | 0.2 | 0.8 | 4.9 | 16.1 | 24.3 | 22.3 | 18.0 | 7.9 | 3.1 | 1.2 | 0.4 | 0.2 | 0.4 | 0.1 | | 0.1 | * |

* Less than one-half of 0.1 per cent.

TABLE 40

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Mathematics, by State

| State | Per cent of high school pupils with following number of course units available in Mathematics: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | | 0.7 | 3.5 | 12.1 | 25.3 | 29.5 | 14.7 | 9.0 | 2.3 | 2.9 | |
| Arkansas | | 0.6 | 5.7 | 13.4 | 21.8 | 19.4 | 28.1 | 7.7 | 2.5 | 0.8 | |
| Florida | | 0.1 | 0.8 | 2.7 | 3.9 | 5.9 | 10.7 | 11.1 | 15.0 | 19.2 | 30.6 |
| Georgia | | 0.1 | 0.3 | 5.0 | 14.8 | 24.7 | 31.4 | 16.0 | 6.7 | 1.0 | |
| Kentucky | | 0.1 | 0.6 | 4.1 | 13.4 | 26.5 | 32.7 | 16.5 | 4.5 | 0.5 | 1.1 |
| Louisiana | | | 0.7 | 5.9 | 13.2 | 26.4 | 39.5 | 9.9 | 3.8 | 0.1 | 0.5 |
| Mississippi | 0.8 | 0.4 | 2.9 | 15.9 | 31.4 | 34.3 | 9.6 | 2.8 | 0.3 | 1.6 | |
| North Carolina | | 0.1 | 1.9 | 7.9 | 22.7 | 21.0 | 23.7 | 16.0 | 6.5 | | 0.2 |
| South Carolina | 0.2 | 0.9 | 0.6 | 5.4 | 14.1 | 19.4 | 20.2 | 17.9 | 11.5 | 5.3 | 4.5 |
| Tennessee | 0.5 | 0.5 | 2.6 | 12.3 | 29.6 | 41.8 | 10.9 | 1.8 | | | |
| Virginia | | 0.1 | | 0.4 | 1.7 | 6.5 | 35.2 | 28.9 | 20.8 | 2.7 | 3.7 |
| Southern Region | 0.1 | 0.3 | 1.9 | 7.8 | 17.7 | 22.9 | 22.0 | 12.3 | 7.1 | 3.5 | 4.4 |

TABLE 41

Percentage Distribution of High Schools by Number of Course Units Offered in Foreign Languages, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | 49.3 | 10.9 | 21.2 | 2.3 | 7.6 | 1.6 | 3.9 | 0.7 | 1.2 | 0.7 | | 0.2 | 0.2 | | | | 0.2 |
| Arkansas | 483 | 61.9 | 9.5 | 19.7 | 1.9 | 3.1 | 1.7 | 0.6 | 0.2 | | 0.6 | | 0.4 | 0.4 | | | | |
| Florida | 334 | 29.2 | 11.4 | 17.4 | 5.1 | 9.3 | 3.0 | 2.7 | 3.6 | 5.1 | 2.1 | 3.6 | 2.4 | 2.1 | 0.6 | 1.5 | 0.6 | 0.3 |
| Georgia | 412 | 5.8 | 7.1 | 48.3 | 5.4 | 14.3 | 1.7 | 7.8 | 1.9 | 2.4 | 1.7 | 1.0 | 1.2 | 1.2 | 0.2 | | | 1.2 |
| Kentucky | 359 | 23.7 | 18.1 | 26.2 | 7.2 | 12.0 | 2.5 | 4.2 | 0.8 | 2.2 | 0.6 | 0.3 | 0.8 | 0.8 | 0.3 | | | 0.3 |
| Louisiana | 501 | 54.5 | 10.0 | 19.4 | 4.0 | 4.4 | 1.0 | 2.7 | 1.0 | 0.8 | 0.8 | 0.2 | 0.2 | 0.2 | | 0.6 | 0.2 | |
| Mississippi | 428 | 55.6 | 17.4 | 12.4 | 4.7 | 5.6 | 1.2 | 1.2 | 0.5 | 0.7 | 0.7 | | | | | | | |
| North Carolina | 650 | 2.9 | 15.2 | 50.3 | 7.2 | 13.7 | 4.3 | 1.8 | 2.0 | 0.8 | 1.1 | 0.5 | | | | 0.2 | | |
| South Carolina | 355 | 14.1 | 18.6 | 33.2 | 5.1 | 15.8 | 4.5 | 3.1 | 2.2 | 1.4 | 0.8 | 0.6 | | | 0.6 | | | |
| Tennessee | 445 | 28.8 | 19.1 | 21.3 | 9.7 | 7.0 | 4.5 | 4.9 | 2.7 | 0.7 | 0.9 | 0.2 | | 0.2 | | | | |
| Virginia | 376 | 4.0 | 7.7 | 25.3 | 8.2 | 20.2 | 7.2 | 8.0 | 2.9 | 2.9 | 4.5 | 3.2 | 1.9 | 3.2 | 0.8 | | | |
| Southern Region | 4,776 | 30.1 | 13.2 | 27.8 | 5.5 | 10.0 | 3.0 | 3.5 | 1.6 | 1.5 | 1.2 | 0.8 | 0.4 | 0.7 | 0.2 | 0.2 | 0.1 | 0.2 |

## TABLE 42

Percentage Distribution of High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 69.6 | 14.6 | 14.6 | 0.4 | 0.4 | | 0.4 | | | | | | | | | | |
| 100-249 | 1,385 | 49.6 | 18.5 | 27.5 | 2.2 | 1.9 | | 0.2 | 0.1 | | | | | | | | | |
| 250-499 | 1,531 | 28.7 | 16.6 | 35.5 | 6.8 | 9.7 | 1.6 | 0.8 | 0.1 | 0.1 | | | | | | | 0.1 | |
| 500-999 | 1,080 | 10.3 | 7.0 | 30.5 | 9.7 | 21.6 | 6.5 | 7.8 | 3.0 | 1.8 | 1.5 | 0.2 | | 0.1 | | | | |
| 1,000-1,499 | 304 | 3.3 | 0.9 | 8.6 | 5.9 | 17.1 | 13.2 | 15.5 | 8.9 | 8.9 | 6.3 | 3.9 | 2.0 | 3.3 | 0.9 | 0.7 | 0.3 | 0.3 |
| 1,500-1,999 | 125 | | | 4.8 | 2.4 | 9.6 | 5.6 | 14.4 | 9.6 | 8.8 | 13.6 | 9.6 | 7.2 | 8.8 | 2.4 | 2.4 | | 0.8 |
| 2,000 or more | 78 | 1.3 | | 1.3 | 1.3 | 5.1 | 1.3 | 6.4 | 5.1 | 15.4 | 10.3 | 12.8 | 9.0 | 12.8 | 3.8 | 5.1 | 1.3 | 7.7 |
| Southern Region | 4,776 | 30.1 | 13.2 | 27.8 | 5.5 | 10.0 | 3.0 | 3.5 | 1.6 | 1.5 | 1.2 | 0.8 | 0.4 | 0.7 | 0.2 | 0.2 | 0.1 | 0.2 |

## TABLE 43

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Foreign Languages, by State

| State | Per cent of high school pupils with following number of course units available in Foreign Languages: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 26.3 | 7.6 | 20.2 | 3.9 | 14.1 | 2.3 | 13.2 | 1.5 | 3.4 | 3.1 | 4.4 |
| Arkansas | 35.5 | 10.2 | 27.1 | 4.4 | 6.2 | 5.2 | 3.4 | 0.6 | | 3.1 | 4.3 |
| Florida | 7.4 | 4.1 | 11.2 | 4.3 | 9.7 | 4.7 | 3.5 | 8.1 | 12.2 | 4.8 | 30.0 |
| Georgia | 2.7 | 3.2 | 30.3 | 6.8 | 14.9 | 2.5 | 14.7 | 3.7 | 5.9 | 3.6 | 11.7 |
| Kentucky | 12.2 | 10.8 | 23.0 | 7.7 | 16.0 | 4.2 | 7.7 | 2.6 | 6.1 | 1.4 | 8.3 |
| Louisiana | 26.4 | 7.9 | 22.5 | 4.3 | 9.9 | 2.5 | 9.5 | 4.4 | 3.4 | 3.1 | 6.1 |
| Mississippi | 40.9 | 15.5 | 15.1 | 5.2 | 10.3 | 3.0 | 2.7 | 1.8 | 2.6 | 2.9 | |
| North Carolina | 0.9 | 6.3 | 36.6 | 8.5 | 20.8 | 8.8 | 4.8 | 4.4 | 2.0 | 4.4 | 2 |
| South Carolina | 7.2 | 10.0 | 28.6 | 6.6 | 19.8 | 8.4 | 6.0 | 4.8 | 2.3 | 2.7 | 3.6 |
| Tennessee | 12.8 | 11.9 | 18.7 | 13.0 | 10.4 | 10.0 | 10.6 | 7.3 | 1.3 | 2.5 | 1.5 |
| Virginia | 0.9 | 2.2 | 11.0 | 4.6 | 16.2 | 7.2 | 10.2 | 4.5 | 5.0 | 10.8 | 27.4 |
| Southern Region | 13.0 | 7.5 | 22.4 | 6.5 | 14.0 | 5.6 | 8.0 | 4.3 | 4.3 | 4.2 | 10.0 |

## TABLE 44

Percentage Distribution of High Schools by Number of Course Units Offered in Science, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | | 1.8 | 10.2 | 36.9 | 34.2 | 11.8 | 3.5 | 0.9 | 0.7 | | | | | | | | |
| Arkansas | 483 | 0.4 | 8.1 | 24.0 | 34.8 | 25.2 | 5.6 | 1.7 | | | 0.2 | | | | | | | |
| Florida | 334 | 0.9 | 2.4 | 7.8 | 21.0 | 16.4 | 15.8 | 11.7 | 9.3 | 6.0 | 2.1 | 2.1 | 3.0 | 1.2 | | 0.3 | | |
| Georgia | 412 | | 0.2 | 1.9 | 11.2 | 67.3 | 14.3 | 3.4 | 1.2 | 0.5 | | | | | | | | |
| Kentucky | 359 | 0.6 | 0.3 | 7.5 | 30.4 | 36.2 | 15.6 | 6.1 | 2.5 | 0.8 | | | | | | | | |
| Louisiana | 501 | 0.2 | 0.2 | 3.8 | 32.5 | 43.7 | 16.6 | 2.4 | 0.6 | | | | | | | | | |
| Mississippi | 428 | 2.3 | 7.2 | 21.3 | 31.1 | 32.9 | 4.7 | 0.5 | | | | | | | | | | |
| North Carolina | 650 | 0.2 | 0.6 | 5.7 | 39.4 | 44.6 | 9.0 | | 0.3 | 0.2 | | | | | | | | |
| South Carolina | 355 | 2.2 | 1.4 | 7.9 | 43.9 | 35.2 | 7.1 | 1.4 | 0.3 | 0.6 | | | | | | | | |
| Tennessee | 445 | 0.7 | 3.1 | 11.9 | 43.8 | 35.3 | 4.7 | 0.5 | | | | | | | | | | |
| Virginia | 376 | | 0.5 | 0.8 | 6.1 | 40.5 | 42.7 | 7.8 | 1.3 | 0.3 | | | | | | | | |
| Southern Region | 4,776 | 0.6 | 2.4 | 9.5 | 31.0 | 38.0 | 12.8 | 3.1 | 1.2 | 0.7 | 0.2 | 0.1 | 0.2 | 0.1 | | 0.1 | | |

## TABLE 45

Percentage Distribution of High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 1.5 | 13.9 | 30.7 | 28.9 | 16.5 | 4.8 | 2.9 | 0.4 | 0.4 | | | | | | | | |
| 100-249 | 1,385 | 0.4 | 4.1 | 18.8 | 44.7 | 25.5 | 5.8 | 0.6 | | 0.1 | | | | | | | | |
| 250-499 | 1,531 | 0.5 | 0.5 | 5.7 | 35.5 | 45.3 | 10.8 | 1.3 | 0.4 | | | | | | | | | |
| 500-999 | 1,080 | 0.7 | 0.5 | 1.5 | 18.8 | 51.3 | 21.1 | 4.8 | 0.8 | 0.4 | 0.1 | | | | | | | |
| 1,000-1,499 | 304 | 0.7 | 1.0 | 1.6 | 7.9 | 38.8 | 26.6 | 11.2 | 6.6 | 3.6 | 1.0 | 0.3 | 0.7 | | | | | |
| 1,500-1,999 | 125 | | 1.6 | | 7.2 | 32.0 | 21.6 | 16.8 | 12.0 | 3.2 | 1.6 | 0.8 | 2.4 | 0.8 | | | | |
| 2,000 or more | 78 | | | | 3.8 | 16.7 | 25.7 | 7.7 | 11.5 | 14.1 | 2.6 | 6.4 | 6.4 | 3.8 | | 1.3 | | |
| Southern Region | 4,776 | 0.6 | 2.4 | 9.5 | 31.0 | 38.0 | 12.9 | 3.1 | 1.2 | 0.7 | 0.2 | 0.1 | 0.2 | 0.1 | | * | | |

* Less than one-half of 0.1 per cent.

TABLE 46

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Science, by State

| State | Per cent of high school pupils with following number of course units available in Science: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | | 2.0 | 6.3 | 25.6 | 39.5 | 16.6 | 6.4 | 2.0 | 1.6 | | |
| Arkansas | 0.1 | 2.6 | 10.4 | 27.2 | 36.4 | 14.1 | 7.0 | | | 2.2 | |
| Florida | 0.1 | 0.6 | 1.3 | 6.4 | 9.0 | 16.7 | 14.9 | 16.7 | 13.2 | 4.2 | 16.9 |
| Georgia | | 0.2 | 1.4 | 8.9 | 53.2 | 25.3 | 6.2 | 3.0 | 1.8 | | |
| Kentucky | 0.6 | 0.1 | 3.1 | 15.7 | 35.5 | 23.3 | 11.9 | 6.7 | 3.1 | | |
| Louisiana | | 0.1 | 2.0 | 21.2 | 68.3 | 7.1 | 0.6 | 0.7 | | | |
| Mississippi | 2.9 | 2.5 | 11.1 | 31.4 | 42.8 | 8.1 | 1.2 | | | | |
| North Carolina | 0.1 | 0.5 | 2.0 | 28.2 | 54.3 | 14.6 | | 0.2 | 0.1 | | |
| South Carolina | 2.6 | 1.7 | 4.1 | 28.3 | 45.1 | 11.1 | 4.2 | 1.0 | 1.9 | | |
| Tennessee | 0.5 | 1.2 | 4.1 | 34.0 | 49.5 | 9.8 | 0.9 | | | | |
| Virginia | | 0.9 | 0.5 | 3.6 | 30.5 | 45.9 | 13.3 | 4.6 | 0.7 | | |
| Southern Region | 0.5 | 1.0 | 3.5 | 20.0 | 41.9 | 18.4 | 6.2 | 3.6 | 2.3 | 0.6 | 2.0 |

TABLE 47

Percentage Distribution of High Schools by Number of Course Units Offered in Art, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | 83.6 | 10.4 | 5.3 | 0.7 | | | | | | | | | | | | | |
| Arkansas | 483 | 94.5 | 3.7 | 0.6 | 0.4 | 0.2 | 0.2 | 0.4 | | | | | | | | | | |
| Florida | 332 | 58.8 | 9.9 | 13.0 | 9.9 | 6.6 | 1.5 | | 0.3 | | | | | | | | | |
| Georgia | 412 | 77.0 | 8.7 | 9.7 | 1.2 | 2.7 | 0.5 | 0.2 | | | | | | | | | | |
| Kentucky | 359 | 67.1 | 13.9 | 13.4 | 3.9 | 1.7 | | | | | | | | | | | | |
| Louisiana | 501 | 88.4 | 2.2 | 2.6 | 1.8 | 4.6 | 0.4 | | | | | | | | | | | |
| Mississippi | 428 | 93.0 | 5.6 | 1.2 | | | 0.2 | | | | | | | | | | | |
| North Carolina | 650 | 90.0 | 4.6 | 5.2 | 0.2 | | | | | | | | | | | | | |
| South Carolina | 355 | 85.6 | 11.3 | 2.5 | 0.6 | | | | | | | | | | | | | |
| Tennessee | 445 | 79.5 | 7.9 | 8.3 | 3.4 | 0.9 | | | | | | | | | | | | |
| Virginia | 376 | 51.3 | 13.8 | 16.5 | 9.6 | 6.6 | 1.6 | 0.3 | | 0.3 | | | | | | | | |
| Southern Region | 4,776 | 80.7 | 7.8 | 6.7 | 2.5 | 1.9 | 0.3 | 0.1 | * | * | | | * | | | | | |

* Less than 0.1 per cent.

## TABLE 48

### Percentage Distribution of High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 98.5 | 1.1 | 0.4 | | | | | | | | | | | | | | |
| 100-249 | 1,385 | 96.7 | 2.3 | 0.9 | 0.1 | | | | | | | | | | | | | |
| 250-499 | 1,531 | 90.5 | 5.9 | 3.0 | 0.3 | 0.3 | | | | | | | | | | | | |
| 500-999 | 1,080 | 69.4 | 14.9 | 11.4 | 3.0 | 0.9 | 0.2 | 0.1 | | 0.1 | | | | | | | | |
| 1,000-1,499 | 304 | 31.9 | 16.8 | 28.6 | 11.2 | 10.2 | 1.0 | | | 0.3 | | | | | | | | |
| 1,500-1,999 | 125 | [illegible] | 22.4 | 26.4 | 19.2 | 21.6 | 4.8 | 0.8 | | | | | | | | | | |
| 2,000 or more | 78 | 3.8 | 11.5 | 19.2 | 30.8 | 24.4 | 6.4 | 2.6 | | 1.3 | | | | | | | | |
| Southern Region | 4,776 | 80.7 | 7.8 | 6.7 | 2.5 | 1.9 | 0.3 | 0.1 | | * | | | | | | | | |

* Less than one-half of 0.1 per cent.

## TABLE 49

### Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Art, by State

| State | Per cent of high school pupils with following number of course units available in Art: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 61.4 | 23.9 | 11.8 | 2.9 | | | | | | | |
| Arkansas | 79.8 | 9.1 | 2.2 | 2.4 | 1.0 | 1.3 | 4.2 | | | | |
| Florida | 25.4 | 10.0 | 20.8 | 22.3 | 16.6 | 3.9 | 1.0 | | | | |
| Georgia | 55.7 | 13.4 | 18.5 | 3.1 | 7.5 | 1.4 | 0.4 | | | | |
| Kentucky | 44.9 | 15.0 | 23.4 | 11.9 | 4.8 | | | | | | |
| Louisiana | 63.1 | 3.9 | 7.6 | 6.6 | 17.2 | 1.6 | | | | | |
| Mississippi | 83.7 | 11.1 | 4.4 | | | 0.8 | | | | | |
| North Carolina | 76.0 | 9.3 | 14.2 | 0.5 | | | | | | | |
| South Carolina | 73.5 | 22.4 | 2.8 | 1.3 | | | | | | | |
| Tennessee | 60.5 | 10.9 | 16.5 | 9.4 | 2.7 | | | | | | |
| Virginia | 26.2 | 11.7 | 19.6 | 18.4 | 17.2 | 5.1 | 1.1 | | 0.7 | | |
| Southern Region | 56.8 | 12.6 | 14.1 | 7.9 | 6.6 | 1.4 | 0.5 | | 0.1 | | |

## TABLE 50

Percentage Distribution of High Schools by Number of Course Units Offered in Music, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Music: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 433 | 47.9 | 37.6 | 13.6 | 0.7 | 0.2 | | | | | | | | | | | | |
| Arkansas | 483 | 51.1 | 23.0 | 16.6 | 2.9 | 4.8 | 0.6 | 0.4 | 0.6 | | | | | | | | | |
| Florida | 332 | 11.4 | 16.3 | 24.2 | 15.7 | 9.9 | 8.1 | 5.7 | 3.6 | 3.6 | 1.2 | 0.3 | | | | | | |
| Georgia | 412 | 28.6 | 29.9 | 27.2 | 3.9 | 6.6 | 1.4 | 1.2 | | 1.0 | | 0.2 | | | | | | |
| Kentucky | 359 | 19.2 | 38.4 | 28.4 | 8.4 | 3.3 | 0.3 | | | 0.8 | 0.3 | 0.3 | | | 0.6 | | | |
| Louisiana | 501 | 18.0 | 20.0 | 16.0 | 4.4 | 25.0 | 3.8 | 4.4 | 1.2 | 6.4 | 0.2 | | | 0.6 | | | | |
| Mississippi | 428 | 39.5 | 43.7 | 14.5 | 1.2 | 0.2 | 0.5 | 0.2 | | 0.2 | | | | | | | | |
| North Carolina | 650 | 34.3 | 21.8 | 32.8 | 8.9 | 1.8 | 0.2 | 0.2 | | | | | | | | | | |
| South Carolina | 355 | 22.0 | 25.4 | 41.0 | 9.6 | 2.0 | | | | | | | | | | | | |
| Tennessee | 445 | 39.5 | 11.7 | 17.3 | 16.9 | 8.3 | 4.5 | 1.1 | 0.7 | | | | | | | | | |
| Virginia | 376 | 13.8 | 28.8 | 26.9 | 12.0 | 8.0 | 4.3 | 2.7 | 1.1 | 0.8 | 0.8 | 0.8 | | | | | | |
| Southern Region | 4,776 | 30.7 | 26.5 | 23.3 | 7.4 | 6.5 | 1.9 | 1.4 | 0.6 | 1.2 | 0.2 | 0.1 | | 0.1 | 0.1 | | | |

## TABLE 51

Percentage Distribution of High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 273 | 67.4 | 22.0 | 8.8 | 0.7 | 1.1 | | | | | | | | | | | | |
| 100-249 | 1,385 | 53.0 | 26.9 | 14.9 | 2.4 | 2.3 | 0.4 | | | 0.1 | | | | | | | | |
| 250-499 | 1,531 | 29.5 | 31.4 | 24.4 | 5.7 | 6.5 | 1.0 | 0.8 | 0.1 | 0.5 | | 0.1 | | | | | | |
| 500-999 | 1,080 | 8.3 | 28.1 | 36.3 | 13.8 | 7.6 | 2.6 | 1.4 | 0.5 | 1.1 | 0.1 | | | 0.2 | | | | |
| 1,000-1,499 | 304 | 1.7 | 14.1 | 30.6 | 19.7 | 16.5 | 5.6 | 4.9 | 2.0 | 3.9 | 0.3 | 0.7 | | | | | | |
| 1,500-1,999 | 125 | 1.6 | 6.4 | 13.6 | 15.2 | 19.2 | 15.2 | 10.4 | 4.8 | 9.6 | 2.4 | 0.8 | | 0.8 | | | | |
| 2,000 or more | 78 | 1.3 | 2.6 | 10.3 | 3.8 | 23.1 | 12.8 | 12.8 | 11.5 | 11.5 | 5.1 | 2.6 | | | 2.6 | | | |
| Southern Region | 4,776 | 30.7 | 26.6 | 23.3 | 7.4 | 6.5 | 1.9 | 1.4 | 0.6 | 1.2 | 0.2 | 0.1 | | 0.1 | * | | | |

* Less than one-half of 0.1 per cent.

## TABLE 52

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Music, by State

| State | Per cent of high school pupils with following number of course units available in Music: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 28.1 | 40.4 | 28.7 | 1.9 | 0.9 | | | | | | |
| Arkansas | 26.5 | 22.8 | 22.4 | 7.0 | 11.0 | 6.2 | 1.8 | 2.3 | | | |
| Florida | 2.3 | 6.1 | 14.0 | 12.4 | 16.0 | 14.2 | 14.4 | 8.0 | 8.9 | 3.2 | 0.5 |
| Georgia | 14.8 | 23.8 | 35.5 | 6.0 | 12.3 | 2.0 | 2.6 | | 2.3 | | 0.7 |
| Kentucky | 8.7 | 31.7 | 31.6 | 14.4 | 6.1 | 0.7 | | | 3.9 | 0.6 | 2.3 |
| Louisiana | 6.1 | 11.6 | 9.3 | 5.7 | 32.4 | 4.0 | 7.3 | 3.9 | 16.8 | 0.6 | 2.3 |
| Mississippi | 25.3 | 47.1 | 22.1 | 2.0 | 0.5 | 1.1 | 0.8 | | 1.1 | | |
| North Carolina | 19.7 | 17.5 | 39.5 | 17.3 | 4.6 | 0.8 | 0.6 | | | | |
| South Carolina | 13.0 | 19.4 | 50.5 | 12.8 | 4.3 | | | | | | |
| Tennessee | 18.2 | 8.8 | 19.9 | 25.8 | 13.9 | 8.7 | 2.8 | 2.0 | | | |
| Virginia | 4.4 | 18.4 | 19.8 | 14.7 | 13.6 | 11.5 | 6.8 | 4.0 | 1.6 | 3.0 | 2.2 |
| Southern Region | 14.3 | 20.9 | 26.9 | 11.8 | 10.8 | 4.8 | 3.8 | 2.0 | 3.1 | 0.8 | 0.8 |

## TABLE 53

Percentage Distribution of High Schools by Number of Course Units Offered in Home Economics, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | 3.7 | 5.1 | 21.9 | 49.0 | 18.7 | 0.9 | 0.7 | | | | | | | | | | |
| Arkansas | 483 | 15.9 | 2.3 | 17.0 | 53.4 | 10.8 | 0.2 | 0.2 | 0.2 | | | | | | | | | |
| Florida | 334 | 2.7 | 4.8 | 21.3 | 39.7 | 24.9 | 3.6 | 2.1 | 0.6 | | | 0.3 | | | | | | |
| Georgia | 412 | 2.9 | 1.2 | 14.8 | 38.4 | 42.0 | 0.7 | | | | | | | | | | | |
| Kentucky | 359 | 7.8 | 0.8 | 12.0 | 48.5 | 28.4 | 2.2 | 0.3 | | | | | | | | | | |
| Louisiana | 501 | 2.6 | 0.4 | 2.2 | 6.8 | 68.0 | 16.8 | 3.2 | | | | | | | | | | |
| Mississippi | 428 | 6.1 | 1.4 | 17.1 | 69.6 | 5.4 | 0.2 | 0.2 | | | | | | | | | | |
| North Carolina | 650 | 3.7 | 0.9 | 23.5 | 50.2 | 19.5 | 1.7 | 0.5 | | | | | | | | | | |
| South Carolina | 355 | 5.6 | 1.1 | 14.9 | 53.0 | 23.7 | 1.4 | 0.3 | | | | | | | | | | |
| Tennessee | 445 | 3.1 | 14.2 | 20.4 | 43.6 | 18.5 | 0.2 | | | | | | | | | | | |
| Virginia | 376 | 3.2 | 1.1 | 5.1 | 25.8 | 38.5 | 23.4 | 2.9 | | | | | | | | | | |
| Southern Region | 4,776 | 5.3 | 3.0 | 15.9 | 42.8 | 27.2 | 4.7 | 1.0 | 0.1 | | | * | | | | | | |

* Less than 0.1 per cent.

## TABLE 54

### Percentage Distribution of High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 30.4 | 9.5 | 19.4 | 15.0 | 17.6 | 5.1 | 3.0 | | | | | | | | | | |
| 100-249 | 1,385 | 7.1 | 3.5 | 12.6 | 44.9 | 26.7 | 4.8 | 0.4 | | | | | | | | | | |
| 250-499 | 1,531 | 2.7 | 2.2 | 15.6 | 51.1 | 25.0 | 3.2 | 0.1 | | | | | | | | | | 0.1 |
| 500-999 | 1,080 | 2.0 | 2.3 | 19.0 | 41.1 | 30.0 | 4.7 | 0.8 | | | | 0.1 | | | | | | |
| 1,000-1,499 | 304 | 0.7 | 1.7 | 18.4 | 41.1 | 32.9 | 4.6 | 0.3 | 0.3 | | | | | | | | | |
| 1,500-1,999 | 125 | | 2.4 | 12.8 | 30.4 | 35.2 | 12.0 | 7.2 | | | | | | | | | | |
| 2,000 or more | 78 | 1.3 | 2.6 | 10.2 | 29.5 | 30.7 | 12.8 | 10.3 | 2.6 | | | | | | | | | |
| Southern Region | 4,776 | 5.3 | 3.0 | 15.9 | 42.8 | 27.2 | 4.7 | 1.0 | 0.1 | | | * | | | | | | * |

* Less than one-half of 0.1 per cent.

## TABLE 55

### Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Home Economics, by State

| State | Per cent of high school pupils with following number of course units available in Home Economics: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 1.0 | 5.8 | 28.4 | 44.8 | 16.4 | 2.0 | 1.6 | | | | |
| Arkansas | 6.3 | 1.0 | 23.0 | 53.8 | 10.4 | 1.3 | 2.0 | 2.2 | | | |
| Florida | 0.6 | 1.6 | 19.0 | 38.4 | 28.1 | 5.0 | 5.5 | 1.6 | | | 0.2 |
| Georgia | 1.2 | 0.6 | 18.2 | 43.8 | 35.2 | 1.0 | | | | | |
| Kentucky | 4.2 | 0.8 | 9.6 | 45.8 | 32.4 | 6.3 | 0.9 | | | | |
| Louisiana | 0.8 | 0.5 | 3.7 | 7.4 | 70.2 | 15.1 | 2.3 | | | | |
| Mississippi | 3.7 | 1.3 | 21.2 | 65.8 | 6.4 | 0.8 | 0.8 | | | | |
| North Carolina | 1.3 | 0.8 | 25.6 | 48.0 | 19.3 | 3.6 | 1.4 | | | | |
| South Carolina | 5.4 | 1.6 | 13.8 | 46.2 | 29.4 | 3.3 | 0.3 | | | | |
| Tennessee | 2.4 | 9.8 | 17.0 | 47.4 | 23.1 | 0.3 | | | | | |
| Virginia | 1.5 | 0.4 | 5.0 | 24.0 | 42.7 | 20.7 | 6.0 | | | | |
| Southern Region | 2.3 | 2.2 | 16.8 | 41.3 | 29.3 | 5.7 | 2.0 | 0.3 | | | 0.1 |

## TABLE 56

Percentage Distribution of High Schools by Number of Course Units Offered in Agriculture, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 433 | 33.7 | 3.2 | 6.3 | 40.9 | 15.7 | | 0.2 | | | | | | | | | | |
| Arkansas | 483 | 37.5 | 0.6 | 1.9 | 38.5 | 21.5 | | | | | | | | | | | | |
| Florida | 334 | 44.3 | 2.4 | 6.0 | 26.9 | 19.2 | 0.9 | 0.3 | | | | | | | | | | |
| Georgia | 412 | 31.6 | 1.0 | 5.1 | 15.3 | 46.6 | 0.4 | | | | | | | | | | | |
| Kentucky | 359 | 47.7 | 1.9 | 0.8 | 17.5 | 31.5 | 0.3 | 0.3 | | | | | | | | | | |
| Louisiana | 501 | 43.9 | 0.6 | 1.0 | 1.8 | 45.7 | 5.8 | 1.2 | | | | | | | | | | |
| Mississippi | 428 | 35.0 | | 2.6 | 25.9 | 35.8 | 0.7 | | | | | | | | | | | |
| North Carolina | 650 | 26.3 | 0.8 | 2.5 | 14.3 | 54.5 | 1.4 | 0.1 | | | | | | | | | | |
| South Carolina | 355 | 23.4 | 1.4 | 14.7 | 57.7 | 2.8 | | | | 0.1 | | | | | | | | |
| Tennessee | 445 | 37.8 | 1.6 | 15.5 | 13.9 | 31.0 | 0.2 | | | | | | | | | | | |
| Virginia | 376 | 44.1 | 0.3 | 1.3 | 3.2 | 16.5 | 9.8 | 19.1 | 3.5 | 2.2 | | | | | | | | |
| Southern Region | 4,776 | 36.1 | 1.2 | 5.1 | 22.5 | 31.1 | 1.8 | 1.7 | 0.3 | 0.2 | | | | | | | | |

## TABLE 57

Percentage Distribution of High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 273 | 57.8 | 2.9 | 3.7 | 11.0 | 22.0 | 1.5 | 0.7 | | 0.4 | | | | | | | | |
| 100-249 | 1,385 | 30.4 | 0.9 | 5.4 | 23.8 | 35.4 | 2.5 | 1.0 | 0.4 | 0.2 | | | | | | | | |
| 250-499 | 1,531 | 27.6 | 1.0 | 5.0 | 27.2 | 36.0 | 1.2 | 1.6 | 0.3 | 0.1 | | | | | | | | |
| 500-999 | 1,080 | 35.1 | 1.3 | 5.7 | 21.3 | 30.9 | 1.9 | 3.3 | 0.2 | 0.3 | | | | | | | | |
| 1,000-1,499 | 304 | 63.2 | 0.6 | 2.3 | 16.1 | 14.5 | 2.3 | 0.7 | 0.3 | | | | | | | | | |
| 1,500-1,999 | 125 | 76.0 | 4.0 | 2.4 | 7.2 | 6.4 | | 3.2 | 0.8 | | | | | | | | | |
| 2,000 or more | 78 | 75.6 | 1.3 | 9.0 | 12.8 | 1.3 | | | | | | | | | | | | |
| Southern Region | 4,776 | 36.1 | 1.2 | 5.1 | 22.5 | 31.1 | 1.8 | 1.7 | 0.3 | 0.2 | | | | | | | | |

TABLE 58

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Agriculture, by State

| State | Per cent of high school pupils with following number of course units available in Agriculture: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 48.2 | 2.7 | 7.6 | 30.0 | 11.2 | | 0.3 | | | | |
| Arkansas | 39.8 | 0.2 | 1.7 | 34.3 | 24.0 | | | | | | |
| Florida | 52.4 | 3.7 | 8.2 | 22.0 | 12.8 | 0.6 | 0.3 | | | | |
| Georgia | 45.4 | 0.7 | 3.6 | 12.4 | 37.4 | 0.5 | | | | | |
| Kentucky | 45.9 | 1.9 | 0.8 | 17.9 | 32.4 | 0.2 | 0.9 | | | | |
| Louisiana | 56.5 | 0.3 | 1.7 | 2.9 | 34.5 | 2.8 | 1.3 | | | | |
| Mississippi | 47.0 | | 1.7 | 23.9 | 26.7 | 0.7 | | | | | |
| North Carolina | 34.6 | 0.8 | 2.6 | 14.0 | 45.9 | 1.7 | 0.3 | | 0.1 | | |
| South Carolina | 32.2 | 2.9 | 11.6 | 51.1 | 2.2 | | | | | | |
| Tennessee | 44.3 | 1.4 | 10.2 | 10.7 | 33.3 | 0.1 | | | | | |
| Virginia | 59.6 | 0.4 | 1.8 | 2.5 | 10.9 | 6.6 | 14.3 | 2.6 | 1.3 | | |
| Southern Region | 46.2 | 1.4 | 4.8 | 18.5 | 25.5 | 1.4 | 1.8 | 0.3 | 0.1 | | |

TABLE 59

Percentage Distribution of High Schools by Number of Course Units Offered in Industrial Arts, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | 81.8 | 5.8 | 5.5 | 3.0 | 3.0 | 0.5 | 0.2 | 0.2 | | | | | | | | | |
| Arkansas | 483 | 81.6 | 5.8 | 5.2 | 2.5 | 2.3 | 0.8 | 0.6 | 0.6 | 0.4 | | | 0.2 | | | | | |
| Florida | 334 | 38.6 | 9.0 | 12.2 | 14.4 | 6.9 | 6.9 | 5.4 | 1.8 | 1.5 | 0.9 | 0.3 | 0.9 | 0.3 | 0.9 | | | |
| Georgia | 412 | 49.5 | 11.4 | 12.4 | 10.7 | 10.9 | 3.3 | 0.7 | 0.5 | 0.2 | 0.2 | 0.2 | | | | | | |
| Kentucky | 359 | 53.8 | 3.9 | 10.0 | 17.5 | 8.9 | 2.8 | 1.1 | 1.1 | 0.3 | | | | 0.3 | | | | 0.3 |
| Louisiana | 501 | 57.7 | 2.6 | 4.2 | 5.4 | 24.6 | 3.2 | 0.8 | 0.2 | 0.6 | | | | 0.2 | 0.2 | | | 0.3 |
| Mississippi | 428 | 76.8 | 8.2 | 7.5 | 4.7 | 1.9 | 0.5 | 0.2 | | | | | | | | | | 0.2 |
| North Carolina | 650 | 71.0 | 8.5 | 8.2 | 9.4 | 2.0 | 0.9 | | | | | | | | | | | |
| South Carolina | 355 | 56.9 | 20.6 | 13.8 | 7.0 | 1.4 | 0.3 | | | | | | | | | | | |
| Tennessee | 445 | 55.6 | 11.8 | 10.3 | 9.9 | 7.6 | 2.0 | 1.1 | 0.9 | 0.4 | 0.2 | | | 0.2 | | | | |
| Virginia | 376 | 42.2 | 10.1 | 11.2 | 11.4 | 9.6 | 5.6 | 4.0 | 3.2 | 1.1 | 1.6 | | | | | | | |
| Southern Region | 4,776 | 61.9 | 8.6 | 8.8 | 8.4 | 7.2 | 2.2 | 1.1 | 0.7 | 0.4 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | | | 0.1 |

## TABLE 60

### Percentage Distribution of High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 87.5 | 4.0 | 4.4 | 1.5 | 1.5 | 0.8 | 0.3 | | | | | | | | | | |
| 100-249 | 1,385 | 84.8 | 4.7 | 4.1 | 3.2 | 2.5 | 0.4 | 0.1 | 0.1 | | | | 0.1 | | | | | |
| 250-499 | 1,531 | 69.4 | 8.7 | 7.6 | 6.6 | 6.5 | 0.9 | 0.2 | | 0.1 | | | | | | | | |
| 500-999 | 1,080 | 40.8 | 14.3 | 15.1 | 14.1 | 11.7 | 2.2 | 0.8 | 0.4 | 0.2 | 0.2 | | | 0.1 | | | | 0.1 |
| 1,000-1,499 | 304 | 12.2 | 11.2 | 17.1 | 22.0 | 15.8 | 11.5 | 5.6 | 2.6 | 0.7 | 1.0 | | | | | | | 0.3 |
| 1,500-1,999 | 125 | 6.4 | 8.8 | 14.4 | 13.6 | 16.8 | 10.4 | 9.6 | 6.4 | 8.0 | 1.6 | 0.8 | 0.8 | 0.8 | 0.8 | | | 0.8 |
| 2,000 or more | 78 | | 2.6 | 2.6 | 19.2 | 11.5 | 18.0 | 12.8 | 14.1 | 3.8 | 5.1 | 1.3 | 2.6 | 1.3 | 3.8 | | | 1.3 |
| Southern Region | 4,776 | 62.0 | 8.6 | 8.8 | 8.4 | 7.2 | 2.2 | 1.1 | 0.7 | 0.4 | 0.2 | * | 0.1 | 0.1 | 0.1 | | | 0.1 |

* Less than one-half of 0.1 per cent.

## TABLE 61

### Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Industrial Arts, by State

| State | Per cent of high school pupils with following number of course units available in Industrial Arts: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 59.0 | 9.3 | 10.7 | 7.3 | 9.9 | 0.8 | 1.1 | 1.9 | | | |
| Arkansas | 60.6 | 10.2 | 7.6 | 3.7 | 4.5 | 2.6 | 2.7 | 5.1 | 2.8 | | 0.2 |
| Florida | 13.9 | 6.8 | 9.1 | 17.4 | 8.0 | 14.2 | 12.5 | 4.3 | 4.6 | 2.3 | 6.9 |
| Georgia | 32.2 | 10.0 | 15.1 | 14.7 | 16.8 | 6.5 | 1.6 | 0.9 | 0.5 | 0.5 | 1.2 |
| Kentucky | 37.3 | 3.9 | 10.5 | 21.0 | 10.5 | 7.3 | 2.9 | 4.0 | 1.1 | | 1.5 |
| Louisiana | 31.9 | 2.5 | 5.3 | 9.4 | 32.5 | 9.4 | 1.4 | 0.4 | 2.9 | | 4.3 |
| Mississippi | 60.2 | 12.5 | 13.6 | 8.2 | 2.8 | 1.4 | 0.5 | | | | 0.8 |
| North Carolina | 53.0 | 14.3 | 12.5 | 15.1 | 2.8 | 2.3 | | | | | |
| South Carolina | 40.4 | 20.2 | 19.9 | 16.2 | 3.1 | 0.2 | | | | | |
| Tennessee | 34.0 | 11.3 | 11.7 | 16.7 | 15.1 | 3.6 | 2.5 | 2.4 | 1.2 | 1.4 | 0.1 |
| Virginia | 20.5 | 8.5 | 11.8 | 12.8 | 12.9 | 9.9 | 8.2 | 9.1 | 2.7 | 3.6 | |
| Southern Region | 38.4 | 9.9 | 11.7 | 13.6 | 10.9 | 5.7 | 3.4 | 2.7 | 1.4 | 0.9 | 1.4 |

TABLE 62

Percentage Distribution of High Schools by Number of Course Units Offered in T and I Education, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 433 | 76.2 | 8.3 | 8.3 | 2.3 | 2.1 | 0.5 | 1.2 | 0.2 | 0.2 | 0.2 | 0.5 | | | | | | |
| Arkansas | 483 | 91.9 | 2.7 | 1.5 | 1.0 | 1.5 | 0.2 | 0.2 | | 0.2 | | 0.2 | | 0.4 | | | | 0.2 |
| Florida | 334 | 84.1 | 3.3 | 3.0 | 1.8 | 0.9 | 1.5 | 0.6 | 1.2 | 0.9 | | 0.3 | 0.6 | | | | | 1.8 |
| Georgia | 412 | 81.1 | 6.3 | 4.4 | 2.4 | 2.2 | 1.2 | 0.2 | | 1.0 | | | | 0.2 | | | 0.5 | 0.5 |
| Kentucky | 359 | 82.5 | 6.1 | 3.3 | 2.8 | 0.8 | 0.5 | 1.7 | 0.2 | 0.6 | 0.3 | 0.6 | | | | | | 0.6 |
| Louisiana | 501 | 84.0 | | 2.2 | | 4.8 | | 6.4 | | 0.6 | | | 0.2 | 0.8 | | 0.2 | | 0.8 |
| Mississippi | 428 | 84.9 | 2.1 | 8.7 | | 3.5 | 0.2 | 0.2 | | 0.2 | | | 0.2 | | | | | |
| North Carolina | 650 | 82.6 | 5.5 | 7.4 | 2.2 | 1.5 | 0.6 | | | | | | | | | | | |
| South Carolina | 355 | 58.5 | 20.3 | 8.7 | 5.4 | 3.7 | 1.1 | 2.0 | 0.3 | | | | | | | | | |
| Tennessee | 445 | 73.8 | 16.4 | 4.9 | 1.3 | 0.2 | 0.4 | 0.7 | | 0.4 | 0.2 | 0.2 | | 0.2 | | | | 1.3 |
| Virginia | 376 | 62.3 | 2.9 | 7.7 | 1.6 | 9.0 | 1.1 | 4.8 | 0.5 | 4.0 | 0.8 | 1.6 | 0.5 | 0.8 | 0.5 | 0.5 | 0.3 | 1.1 |
| Southern Region | 4,776 | 79.0 | 6.5 | 5.4 | 1.8 | 2.7 | 0.6 | 1.6 | 0.2 | 0.7 | 0.1 | 0.3 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.5 |

TABLE 63

Percentage Distribution of High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 273 | 98.2 | 1.8 | | | | | | | | | | | | | | | |
| 100-249 | 1,385 | 93.6 | 3.9 | 1.0 | 0.1 | 0.3 | | 0.8 | | 0.1 | 0.1 | | | 0.1 | | | | |
| 250-499 | 1,531 | 85.7 | 5.7 | 3.7 | 1.2 | 1.6 | 0.1 | 1.2 | | 0.2 | | 0.1 | 0.1 | 0.1 | | 0.1 | | 0.2 |
| 500-999 | 1,080 | 61.6 | 11.8 | 11.9 | 3.8 | 5.1 | 1.2 | 2.0 | 0.3 | 0.8 | | 0.4 | 0.1 | 0.1 | | 0.1 | | 0.8 |
| 1,000-1,499 | 304 | 45.7 | 7.2 | 13.8 | 5.6 | 7.9 | 3.3 | 6.2 | 1.0 | 3.0 | 0.7 | 2.3 | 0.7 | 0.7 | 0.3 | 0.3 | 0.3 | 1.0 |
| 1,500-1,999 | 125 | 43.2 | 9.6 | 11.2 | 4.8 | 11.2 | 0.8 | 3.2 | | 2.4 | 2.4 | | | 3.2 | 1.6 | | 0.8 | 5.6 |
| 2,000 or more | 78 | 51.2 | 3.8 | 9.0 | 2.6 | 7.7 | 5.1 | 2.6 | 3.8 | 7.7 | | 1.3 | | 1.3 | | | 1.3 | 2.6 |
| Southern Region | 4,776 | 79.0 | 6.5 | 5.4 | 1.8 | 2.7 | 0.6 | 1.6 | 0.2 | 0.7 | 0.1 | 0.3 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.5 |

## TABLE 64

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in T and I Education, by State

| State | Per cent of high school pupils with following number of course units available in T and I Education: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 55.1 | 11.7 | 13.1 | 6.0 | 5.3 | 1.3 | 2.5 | 2.0 | 1.0 | 1.0 | 1.0 |
| Arkansas | 77.4 | 4.1 | 3.2 | 4.5 | 3.1 | 1.2 | 0.5 | | 0.3 | | 5.7 |
| Florida | 76.1 | 4.3 | 5.4 | 2.3 | 2.2 | 2.5 | 0.7 | 1.8 | 1.5 | 0.6 | 2.6 |
| Georgia | 71.3 | 4.1 | 8.1 | 2.9 | 4.8 | 1.7 | 0.4 | | 3.0 | | 3.7 |
| Kentucky | 72.0 | 7.9 | 4.5 | 3.8 | 1.0 | 0.9 | 3.0 | 0.9 | 1.8 | 0.9 | 3.3 |
| Louisiana | 70.1 | | 5.5 | | 8.0 | | 8.4 | | 1.4 | | 6.6 |
| Mississippi | 72.2 | 4.5 | 13.9 | | 7.3 | 0.8 | 0.7 | | 0.5 | | 0.1 |
| North Carolina | 65.1 | 6.9 | 15.6 | 5.2 | 4.0 | 2.8 | | | | | 0.4 |
| South Carolina | 41.7 | 21.7 | 13.8 | 10.2 | 5.5 | 2.4 | 4.4 | 0.3 | | | |
| Tennessee | 60.4 | 21.7 | 7.1 | 1.6 | 0.4 | 1.0 | 1.3 | | 1.4 | 0.1 | 5.0 |
| Virginia | 38.6 | 3.4 | 8.9 | 2.0 | 16.1 | 2.0 | 8.2 | 1.7 | 6.9 | 2.0 | 10.2 |
| Southern Region | 59.2 | 8.8 | 10.0 | 4.7 | 6.5 | 2.1 | 2.8 | 0.7 | 1.5 | 0.4 | 3.3 |

## TABLE 65

Percentage Distribution of High Schools by Number of Course Units Offered in Business Education, by State

| State | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| Alabama | 433 | 6.0 | 3.5 | 15.2 | 11.8 | 20.5 | 17.1 | 14.3 | 5.6 | 3.9 | 1.2 | 0.5 | 0.2 | | 0.2 | | | |
| Arkansas | 483 | 7.0 | 4.1 | 16.2 | 24.9 | 30.4 | 13.7 | 2.5 | 0.6 | | 0.2 | 0.2 | | | 0.2 | | | |
| Florida | 334 | 4.2 | 5.7 | 10.8 | 17.0 | 13.1 | 7.8 | 6.7 | 8.1 | 4.8 | 4.2 | 3.9 | 5.4 | 2.4 | 0.9 | 1.5 | 0.6 | 0.9 |
| Georgia | 412 | 1.7 | 4.6 | 9.0 | 14.1 | 16.5 | 25.2 | 15.8 | 7.0 | 2.2 | 0.7 | 1.2 | 1.0 | 0.5 | 0.5 | | | |
| Kentucky | 359 | 1.9 | 3.1 | 3.6 | 13.4 | 25.4 | 22.3 | 14.2 | 8.6 | 2.5 | 2.8 | 1.4 | 0.8 | | | | | |
| Louisiana | 501 | 8.8 | 5.0 | 11.6 | 24.5 | 22.9 | 14.0 | 8.0 | 3.8 | 1.0 | | 0.2 | | | | 0.2 | | |
| Mississippi | 428 | 4.9 | 9.1 | 11.4 | 27.6 | 32.5 | 9.1 | 3.3 | 0.7 | 0.9 | 0.5 | | | | | | | |
| North Carolina | 650 | 1.7 | 3.1 | 7.7 | 16.1 | 22.0 | 20.0 | 13.1 | 8.9 | 4.8 | 1.7 | 0.6 | 0.3 | | | | | |
| South Carolina | 355 | 4.2 | 0.8 | 12.1 | 14.7 | 24.8 | 27.9 | 9.8 | 2.8 | 2.0 | 0.6 | 0.3 | | | | | | |
| Tennessee | 445 | 3.1 | 3.6 | 10.8 | 21.8 | 28.5 | 18.2 | 8.4 | 3.1 | 1.6 | 0.7 | | | | | | | |
| Virginia | 376 | 0.8 | 1.3 | 1.1 | 6.9 | 12.2 | 20.2 | 21.1 | 12.5 | 7.4 | 8.2 | 3.7 | 2.1 | 1.6 | 0.3 | 0.3 | | 0.3 |
| Southern Region | 4,776 | 4.1 | 4.0 | 10.2 | 17.9 | 22.6 | 17.7 | 10.8 | 5.6 | 2.8 | 1.8 | 1.1 | 0.7 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 |

## TABLE 66

Percentage Distribution of High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 273 | 14.6 | 12.8 | 23.1 | 27.1 | 11.3 | 6.6 | 2.6 | 1.5 | 0.4 | | | | | | | | |
| 100-249 | 1,385 | 6.4 | 5.6 | 15.7 | 25.9 | 26.7 | 14.3 | 4.0 | 0.9 | 0.5 | | | | | | | | |
| 250-499 | 1,531 | 3.1 | 3.6 | 9.6 | 19.8 | 27.7 | 20.4 | 10.9 | 3.9 | 0.7 | 0.1 | 0.1 | 0.1 | | | | | |
| 500-999 | 1,080 | 1.2 | 1.6 | 4.3 | 10.5 | 20.7 | 23.4 | 19.1 | 10.3 | 4.4 | 2.7 | 0.9 | 0.6 | 0.2 | 0.1 | | | |
| 1,000-1,499 | 304 | 1.0 | 1.3 | 2.3 | 1.3 | 8.2 | 17.5 | 18.1 | 16.1 | 13.2 | 10.2 | 4.9 | 3.3 | 1.3 | 1.0 | 0.3 | | |
| 1,500-1,999 | 125 | 1.6 | 0.8 | 3.2 | 2.4 | 4.8 | 8.0 | 14.4 | 16.0 | 18.4 | 8.8 | 6.4 | 8.0 | 4.0 | 0.8 | 1.6 | | 0.8 |
| 2,000 or more | 78 | 1.3 | | | | 5.1 | 1.3 | 10.2 | 11.5 | 6.4 | 15.4 | 23.1 | 9.0 | 5.1 | 2.6 | 3.8 | 2.6 | 2.6 |
| Southern Region | 4,776 | 4.1 | 4.0 | 10.2 | 17.9 | 22.7 | 17.7 | 10.8 | 5.6 | 2.8 | 1.8 | 1.1 | 0.7 | 0.3 | 0.1 | 0.1 | * | 0.1 |

* Less than one-half of 0.1 per cent.

## TABLE 67

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Business Education, by State

| State | Per cent of high school pupils with following number of course units available in Business Education: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Alabama | 3.4 | 2.2 | 9.6 | 7.5 | 16.5 | 15.9 | 15.7 | 11.7 | 10.4 | 4.5 | 2.6 |
| Arkansas | 5.7 | 2.3 | 10.1 | 17.3 | 28.8 | 18.3 | 8.8 | 1.1 | | 3.4 | 4.2 |
| Florida | 0.4 | 1.5 | 2.8 | 6.0 | 5.8 | 6.4 | 9.3 | 10.8 | 10.0 | 8.8 | 38.2 |
| Georgia | 0.5 | 1.7 | 4.6 | 9.6 | 11.7 | 21.4 | 22.5 | 14.2 | 5.1 | 2.6 | 6.1 |
| Kentucky | 1.1 | 0.6 | 1.4 | 6.6 | 16.1 | 20.1 | 18.3 | 14.9 | 4.8 | 8.7 | 7.4 |
| Louisiana | 5.3 | 2.3 | 7.1 | 17.1 | 26.3 | 20.2 | 8.8 | 8.3 | 2.7 | | 1.9 |
| Mississippi | 3.7 | 10.2 | 10.5 | 20.7 | 28.4 | 12.2 | 6.7 | 2.3 | 3.7 | 1.6 | |
| North Carolina | 0.6 | 1.2 | 3.9 | 8.7 | 16.8 | 19.7 | 16.6 | 17.4 | 9.0 | 3.5 | 2.6 |
| South Carolina | 2.7 | 0.5 | 8.8 | 9.7 | 19.8 | 29.1 | 16.2 | 4.8 | 6.1 | 2.0 | 0.3 |
| Tennessee | 0.6 | 1.3 | 4.0 | 14.3 | 27.3 | 24.1 | 16.6 | 6.7 | 3.2 | 1.9 | |
| Virginia | 1.2 | 0.3 | 0.4 | 1.8 | 5.4 | 11.4 | 16.2 | 11.5 | 10.7 | 16.3 | 24.8 |
| Southern Region | 1.9 | 1.9 | 5.1 | 10.0 | 17.1 | 17.8 | 14.7 | 10.4 | 6.7 | 5.1 | 9.3 |

# SECTION B. STATE STATISTICS

TABLE 1

Number and Per Cent of Alabama High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 7 | 2.0 | | | | | | | 7 | 1.6 |
| 100-249 | 89 | 25.3 | 2 | 16.7 | 1 | 2.2 | 2 | 7.7 | 94 | 21.5 |
| 250-499 | 162 | 46.6 | 5 | 41.6 | 9 | 19.6 | 6 | 23.1 | 182 | 42.1 |
| 500-999 | 78 | 22.4 | 3 | 25.0 | 21 | 45.7 | 8 | 30.8 | 110 | 25.5 |
| 1,000-1,499 | 9 | 2.6 | 2 | 16.7 | 7 | 15.2 | 4 | 15.4 | 22 | 5.1 |
| 1,500-1,999 | 3 | 0.9 | | | 6 | 13.0 | 3 | 11.5 | 12 | 2.8 |
| 2,000 or more | 1 | 0.2 | | | 2 | 4.3 | 3 | 11.5 | 6 | 1.4 |
| Total | 349 | 100.0 | 12 | 100.0 | 46 | 100.0 | 26 | 100.0 | 433 | 100.0 |

TABLE 2

Pupil Enrollment in Alabama High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 490 | | | | 490 |
| 100-249 | 15,833 | 392 | 245 | 243 | 16,713 |
| 250-499 | 55,484 | 2,172 | 3,553 | 2,549 | 63,758 |
| 500-999 | 50,728 | 2,212 | 15,232 | 6,056 | 74,228 |
| 1,000-1,499 | 10,799 | 1,104 | 9,033 | 4,974 | 25,910 |
| 1,500-1,999 | 5,177 | | 8,405 | 8,224 | 21,806 |
| 2,000 or more | 2,362 | | 4,686 | 4,344 | 11,392 |
| Total | 140,873 | 5,880 | 41,154 | 26,390 | 214,297 |

TABLE 3

College Training of Alabama High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 40 | 8 | 20.0 | 29 | 72.5 | 3 | 7.5 | 7 | 5 | 71.4 | 2 | 28.6 |
| 100-249 | 846 | 234 | 27.7 | 565 | 66.8 | 47 | 5.5 | 94 | 80 | 85.1 | 14 | 14.9 |
| 250-499 | 2,582 | 788 | 30.5 | 1,732 | 67.1 | 62 | 2.4 | 182 | 168 | 92.3 | 14 | 7.7 |
| 500-999 | 2,890 | 877 | 30.3 | 1,944 | 67.3 | 69 | 2.4 | 110 | 109 | 99.1 | 1 | 0.9 |
| 1,000-1,499 | 1,005 | 323 | 32.1 | 672 | 66.9 | 10 | 1.0 | 22 | 21 | 95.4 | 1 | 4.6 |
| 1,500-1,999 | 759 | 249 | 32.8 | 498 | 65.6 | 12 | 1.6 | 12 | 12 | 100.0 | | |
| 2,000 or more | 552 | 173 | 31.3 | 371 | 67.2 | 8 | 1.5 | 6 | 6 | 100.0 | | |
| Total | 8,674 | 2,652 | 30.6 | 5,811 | 67.0 | 211 | 2.4 | 433 | 401 | 92.6 | 32 | 7.4 |

TABLE 4

College Training of Alabama High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 4 | 4 | 100.0 | | | | | | | | | |
| 100-249 | 71 | 23 | 32.4 | 46 | 64.8 | 2 | 2.8 | 19 | 14 | 73.7 | 5 | 26.3 |
| 250-499 | 152 | 63 | 41.4 | 86 | 56.6 | 3 | 2.0 | 56 | 39 | 69.6 | 17 | 30.4 |
| 500-999 | 104 | 42 | 40.4 | 59 | 56.7 | 3 | 2.9 | 67 | 54 | 80.6 | 13 | 19.4 |
| 1,000-1,499 | 31 | 16 | 51.6 | 15 | 48.4 | | | 18 | 12 | 66.7 | 6 | 33.3 |
| 1,500-1,999 | 19 | 6 | 31.6 | 13 | 68.4 | | | 18 | 14 | 77.8 | 4 | 22.2 |
| 2,000 or more | 14 | 6 | 42.8 | 8 | 57.2 | | | 12 | 7 | 58.3 | 5 | 41.7 |
| Total | 395 | 160 | 40.5 | 227 | 57.5 | 8 | 2.0 | 190 | 140 | 73.7 | 50 | 26.3 |

TABLE 5

Number and Per Cent of Alabama High School Teachers Holding Degrees from Alabama Colleges, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from Alabama colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 40 | 32 | 80.0 |
| 100-249 | 846 | 714 | 84.4 |
| 250-499 | 2,582 | 2,201 | 85.2 |
| 500-999 | 2,890 | 2,494 | 86.3 |
| 1,000-1,499 | 1,005 | 768 | 76.4 |
| 1,500-1,999 | 759 | 620 | 81.7 |
| 2,000 or more | 552 | 438 | 79.3 |
| Total | 8,674 | 7,267 | 83.8 |

TABLE 6

Per Cent of Alabama High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Fewer than 2 years | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 40 | 7.5 | 12.5 | 12.5 | 2.5 | 5.0 | 22.5 | 32.5 | | 5.0 |
| 100-249 | 846 | 7.3 | 8.0 | 6.7 | 6.6 | 5.6 | 18.1 | 16.6 | 9.0 | 22.1 |
| 250-499 | 2,582 | 9.0 | 6.4 | 5.3 | 5.7 | 6.7 | 18.6 | 15.8 | 9.3 | 23.2 |
| 500-999 | 2,890 | 9.2 | 7.4 | 5.1 | 6.0 | 4.7 | 20.2 | 15.8 | 8.2 | 23.4 |
| 1,000-1,499 | 1,005 | 9.7 | 7.4 | 6.1 | 6.1 | 4.5 | 21.0 | 15.4 | 8.4 | 21.4 |
| 1,500-1,999 | 759 | 10.8 | 6.3 | 4.5 | 5.5 | 4.7 | 18.5 | 16.3 | 9.4 | 24.0 |
| 2,000 or more | 552 | 12.3 | 5.4 | 3.3 | 4.7 | 4.0 | 15.9 | 11.4 | 6.2 | 36.8 |
| Total | 8,674 | 9.4 | 7.0 | 5.3 | 5.9 | 5.3 | 19.2 | 15.6 | 8.5 | 23.8 |

## TABLE 7

### Per Cent of Alabama High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 7 | | 42.8 | | 14.4 | 42.8 |
| 100-249 | 94 | 6.4 | 11.7 | 21.3 | 11.7 | 48.9 |
| 250-499 | 182 | 1.1 | 7.1 | 25.3 | 11.0 | 55.5 |
| 500-999 | 110 | | 6.4 | 25.4 | 13.6 | 54.6 |
| 1,000-1,499 | 22 | | 4.5 | 9.1 | 18.2 | 68.2 |
| 1,500-1,999 | 12 | | | | 16.7 | 83.3 |
| 2,000 or more | 6 | | | | 16.7 | 83.3 |
| Total | 433 | 1.8 | 8.1 | 22.2 | 12.5 | 55.4 |

## TABLE 8

### Sex of Alabama High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total Number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 40 | 17 | 42.5 | 23 | 57.5 | 7 | 6 | 85.7 | 1 | 14.3 |
| 100-249 | 846 | 357 | 42.2 | 489 | 57.8 | 94 | 93 | 98.9 | 1 | 1.1 |
| 250-499 | 2,582 | 1,106 | 42.8 | 1,476 | 57.2 | 182 | 177 | 97.3 | 5 | 2.7 |
| 500-999 | 2,890 | 1,142 | 39.5 | 1,748 | 60.5 | 110 | 106 | 96.4 | 4 | 3.6 |
| 1,000-1,499 | 1,005 | 368 | 36.6 | 637 | 63.4 | 22 | 21 | 95.4 | 1 | 4.6 |
| 1,500-1,999 | 759 | 276 | 36.4 | 483 | 63.6 | 12 | 12 | 100.0 | | |
| 2,000 or more | 552 | 175 | 31.7 | 377 | 68.3 | 6 | 6 | 100.0 | | |
| Total | 8,674 | 3,441 | 39.7 | 5,233 | 60.3 | 433 | 421 | 97.2 | 12 | 2.8 |

## TABLE 9

### Annual Salaries of Alabama High School Teachers by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 40 | 5.0 | 2.5 | 17.5 | 52.5 | 20.0 | | | 2.5 | | | | |
| 100-249 | 846 | 1.4 | 1.7 | 13.2 | 38.2 | 29.3 | 6.4 | 3.3 | 5.9 | 0.4 | | | 0.2 |
| 250-499 | 2,582 | 1.4 | 1.3 | 14.0 | 39.8 | 27.5 | 7.4 | 3.8 | 4.6 | 0.1 | 0.1 | | |
| 500-999 | 2,890 | 1.0 | 1.0 | 10.8 | 38.2 | 24.4 | 13.1 | 5.9 | 4.5 | 0.8 | 0.2 | 0.1 | |
| 1,000-1,499 | 1,005 | 0.3 | 0.5 | 11.0 | 32.6 | 22.1 | 18.8 | 8.7 | 4.3 | 1.3 | 0.1 | 0.2 | 0.1 |
| 1,500-1,999 | 759 | 0.3 | 0.1 | 11.6 | 20.0 | 20.6 | 16.3 | 23.8 | 5.8 | 1.4 | | 0.1 | |
| 2,000 or more | 552 | | 0.2 | 3.1 | 25.4 | 15.4 | 22.5 | 25.6 | 5.6 | 1.6 | 0.4 | 0.2 | |
| Total | 8,674 | 1.0 | 1.0 | 11.6 | 35.7 | 24.6 | 12.2 | 8.1 | 4.8 | 0.7 | 0.1 | 0.1 | 0.1 |

TABLE 10

Annual Salaries of Alabama High School Principals by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 7 | | 14.3 | 42.8 | 14.3 | 14.3 | 14.3 | | | | | | | | |
| 100-249 | 94 | | 4.2 | 16.0 | 25.5 | 22.3 | 21.3 | 9.6 | | 1.1 | | | | | |
| 250-499 | 182 | | 2.7 | 2.2 | 16.6 | 24.3 | 37.9 | 9.3 | 3.8 | 2.2 | 0.5 | 0.5 | | | |
| 500-999 | 110 | | 1.8 | 2.8 | | 14.5 | 18.2 | 29.1 | 18.2 | 9.1 | 4.5 | 0.9 | | 0.9 | |
| 1,000-1,499 | 22 | | | | | | 9.1 | 27.3 | 4.5 | 40.9 | 18.2 | | | | |
| 1,500-1,999 | 12 | | | | | | | 16.7 | 41.6 | 25.0 | 16.7 | | | | |
| 2,000 or more | 6 | | | | | | | | 16.7 | 16.7 | 66.6 | | | | |
| Total | 433 | | 2.8 | 5.8 | 12.5 | 18.9 | 26.5 | 15.0 | 7.6 | 6.5 | 3.7 | 0.5 | | 0.2 | |

TABLE 11

Percentage Distribution of Alabama Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 7 | 57.1 | 28.6 | 14.3 | | | | | | | | | | | |
| 100-249 | 89 | 12.4 | 42.7 | 34.8 | 9.0 | | | 1.1 | | | | | | | |
| 250-499 | 162 | 3.1 | 25.9 | 50.0 | 17.3 | 3.7 | | | | | | | | | |
| 500-999 | 78 | 1.3 | 6.4 | 26.9 | 38.4 | 24.4 | 2.6 | | | | | | | | |
| 1,000-1,499 | 9 | | | 11.1 | 11.1 | 22.2 | 22.2 | 22.2 | 11.2 | | | | | | |
| 1,500-1,999 | 3 | | | | | 33.3 | | 33.3 | 33.4 | | | | | | |
| 2,000 or more | 1 | | | | | | | 100.0 | | | | | | | |
| Total | 349 | 6.0 | 24.9 | 38.8 | 19.2 | 8.0 | 1.1 | 1.4 | 0.6 | | | | | | |

TABLE 12

Percentage Distribution of Alabama Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 2 | | 100.0 | | | | | | | | | | | | |
| 250-499 | 5 | | 20.0 | 60.0 | 20.0 | | | | | | | | | | |
| 500-999 | 3 | | | 33.3 | 33.3 | | 33.4 | | | | | | | | |
| 1,000-1,499 | 2 | | | | | 50.0 | 50.0 | | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 12 | | 25.0 | 33.3 | 16.7 | 8.3 | 16.7 | | | | | | | | |

## TABLE 13

Percentage Distribution of Alabama Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 1 | | | | 100.0 | | | | | | | | | | |
| 250-499 | 9 | | 11.1 | 55.6 | 22.2 | 11.1 | | | | | | | | | |
| 500-999 | 21 | | | 9.5 | 19.0 | 33.3 | 23.8 | 4.8 | 4.8 | | 4.8 | | | | |
| 1,000-1,499 | 7 | | | | | 28.5 | 42.9 | 14.3 | | 14.3 | | | | | |
| 1,500-1,999 | 6 | | | 16.7 | | 16.7 | 16.7 | 33.3 | | 16.6 | | | | | |
| 2,000 or more | 2 | | | | | 50.0 | | 50.0 | | | | | | | |
| Total | 46 | | 2.2 | 17.4 | 15.2 | 26.0 | 19.6 | 10.9 | 2.2 | 4.3 | 2.2 | | | | |

## TABLE 14

Percentage Distribution of Alabama Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 2 | | | 100.0 | | | | | | | | | | | |
| 250-499 | 6 | | | 33.3 | 16.7 | 33.4 | 16.6 | | | | | | | | |
| 500-999 | 8 | | 12.5 | | | 37.5 | 12.5 | 25.0 | 12.5 | | | | | | |
| 1,000-1,499 | 4 | | | | | | 25.0 | 50.0 | 25.0 | | | | | | |
| 1,500-1,999 | 3 | | | | | | 33.3 | 33.3 | | | | | | | 33.4 |
| 2,000 or more | 3 | | | | | | | | 33.3 | | 33.3 | 33.4 | | | |
| Total | 26 | | 3.8 | 15.4 | 3.8 | 19.3 | 15.4 | 19.3 | 11.6 | | 3.8 | 3.8 | | | 3.8 |

## TABLE 15

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | | | | | 100.0 | | | | | | | | | | | | |
| 100-249 | 94 | | | 2.1 | 2.1 | 89.3 | 4.3 | 1.1 | | 1.1 | | | | | | | | |
| 250-499 | 182 | | | 1.1 | 2.7 | 83.7 | 7.1 | 4.9 | 0.5 | | | | | | | | | |
| 500-999 | 110 | | | 0.9 | 3.6 | 61.9 | 20.9 | 8.2 | 0.9 | 3.6 | | | | | | | | |
| 1,000-1,499 | 22 | | | | 4.5 | 27.3 | 13.6 | 31.9 | 9.1 | 13.6 | | | | | | | | |
| 1,500-1,999 | 12 | | | | | 16.7 | 41.6 | | 16.7 | 16.7 | 8.3 | | | | | | | |
| 2,000 or more | 6 | | | | | | 33.3 | 33.3 | | | 33.4 | | | | | | | |
| Total | 433 | | | 1.2 | 2.8 | 73.6 | 11.5 | 6.5 | 1.4 | 2.3 | 0.7 | | | | | | | |

## TABLE 16

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 85.7 | 14.3 | | | | | | | | | | | | | | | |
| 100-249 | 94 | 75.5 | 6.4 | 16.0 | | 2.1 | | | | | | | | | | | | |
| 250-499 | 182 | 59.4 | 15.9 | 19.2 | 1.7 | 3.3 | 0.5 | | | | | | | | | | | |
| 500-999 | 110 | 24.6 | 10.0 | 34.6 | 4.5 | 14.6 | 3.6 | 4.5 | 1.8 | 1.8 | | | | | | | | |
| 1,000-1,499 | 22 | 4.5 | | 13.6 | 4.6 | 22.7 | 9.1 | 27.3 | 4.6 | 9.1 | 4.5 | | | | | | | |
| 1,500-1,999 | 12 | | | 8.3 | | 25.0 | | 33.3 | | 8.3 | 16.8 | | | 8.3 | | | | |
| 2,000 or more | 6 | | | | 16.7 | 16.7 | | 33.3 | | | | | 16.7 | | | | | 16.6 |
| Total | 433 | 49.3 | 10.9 | 21.2 | 2.3 | 7.6 | 1.6 | 3.9 | 0.7 | 1.2 | 0.7 | | 0.2 | 0.2 | | | | 0.2 |

## TABLE 17

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | | | | 85.7 | | | | | 14.3 | | | | | | | | |
| 100-249 | 94 | | 3.2 | 17.0 | 53.2 | 22.3 | 3.2 | 1.1 | | | | | | | | | | |
| 250-499 | 182 | | 1.1 | 12.6 | 38.5 | 36.8 | 8.8 | 1.7 | 0.5 | | | | | | | | | |
| 500-999 | 110 | | 1.8 | 3.6 | 27.3 | 37.3 | 21.8 | 6.4 | 0.9 | 0.9 | | | | | | | | |
| 1,000-1,499 | 22 | | | 4.6 | 9.1 | 54.5 | 13.6 | 9.1 | 9.1 | | | | | | | | | |
| 1,500-1,999 | 12 | | 8.3 | | 16.7 | 25.0 | 33.4 | 8.3 | | 8.3 | | | | | | | | |
| 2,000 or more | 6 | | | | | 66.6 | 16.7 | 16.7 | | | | | | | | | | |
| Total | 433 | | 1.8 | 10.2 | 36.9 | 34.2 | 11.8 | 3.5 | 0.9 | 0.7 | | | | | | | | |

## TABLE 18

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | | | 14.3 | 28.6 | 42.8 | 14.3 | | | | | | | | | | | |
| 100-249 | 94 | | 3.2 | 7.4 | 26.6 | 55.3 | 6.4 | 1.1 | | | | | | | | | | |
| 250-499 | 182 | | 1.1 | 0.5 | 14.8 | 66.5 | 14.3 | 2.8 | | | | | | | | | | |
| 500-999 | 110 | | 1.8 | 2.7 | 6.4 | 51.8 | 20.9 | 14.6 | 0.9 | | 0.9 | | | | | | | |
| 1,000-1,499 | 22 | | | 4.6 | 4.5 | 31.8 | 22.7 | 31.8 | 4.6 | | | | | | | | | |
| 1,500-1,999 | 12 | | | | 8.3 | 33.4 | | 33.4 | 8.3 | 8.3 | | 8.3 | | | | | | |
| 2,000 or more | 6 | | | | | 33.3 | | 33.3 | 16.7 | 16.7 | | | | | | | | |
| Total | 433 | | 1.6 | 3.0 | 14.4 | 56.8 | 14.3 | 8.1 | 0.9 | 0.5 | 0.2 | 0.2 | | | | | | |

TABLE 19

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | | 14.3 | 14.3 | 14.3 | 42.8 | 14.3 | | | | | | | | | | | |
| 100-249 | 94 | | 3.2 | 20.2 | 36.2 | 31.9 | 7.4 | 1.1 | | | | | | | | | | |
| 250-499 | 182 | | 1.1 | 6.6 | 28.0 | 40.7 | 18.1 | 3.9 | 1.1 | 0.5 | | | | | | | | |
| 500-999 | 110 | | 0.9 | 0.9 | 10.0 | 26.4 | 33.6 | 20.0 | 6.4 | 1.8 | | | | | | | | |
| 1,000-1,499 | 22 | | | | | 27.3 | 27.3 | 27.3 | 13.6 | | 4.5 | | | | | | | |
| 1,500-1,999 | 12 | | | | 8.3 | 8.3 | 33.4 | 8.3 | 16.7 | 8.3 | 16.7 | | | | | | | |
| 2,000 or more | 6 | | | | | | 50.0 | 16.7 | 33.3 | | | | | | | | | |
| Total | 433 | | 1.6 | 7.6 | 22.6 | 33.1 | 21.0 | 8.8 | 3.7 | 0.9 | 0.7 | | | | | | | |

TABLE 20

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 85.7 | 14.3 | | | | | | | | | | | | | | | |
| 100-249 | 94 | 24.5 | 4.3 | 3.2 | 48.9 | 19.1 | | | | | | | | | | | | |
| 250-499 | 182 | 24.2 | 3.3 | 6.6 | 49.4 | 16.5 | | | | | | | | | | | | |
| 500-999 | 110 | 37.3 | 1.8 | 9.1 | 34.5 | 16.4 | | 0.9 | | | | | | | | | | |
| 1,000-1,499 | 22 | 81.8 | | 4.5 | 4.6 | 9.1 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | 83.4 | 8.3 | | 8.3 | | | | | | | | | | | | | |
| 2,000 or more | 6 | 66.6 | | 16.7 | 16.7 | | | | | | | | | | | | | |
| Total | 433 | 33.7 | 3.2 | 6.3 | 40.9 | 15.7 | | 0.2 | | | | | | | | | | |

TABLE 21

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 28.6 | 14.3 | 28.5 | | 28.6 | | | | | | | | | | | | |
| 100-249 | 94 | 9.6 | 2.1 | 31.9 | 15.9 | 21.3 | 11.7 | 6.4 | 1.1 | | | | | | | | | |
| 250-499 | 182 | 5.5 | 5.0 | 12.1 | 15.4 | 23.6 | 19.8 | 17.0 | 1.6 | | | | | | | | | |
| 500-999 | 110 | 2.7 | 2.7 | 8.2 | 6.4 | 19.1 | 19.1 | 19.1 | 12.7 | 6.4 | 0.9 | 1.8 | | | 0.9 | | | |
| 1,000-1,499 | 22 | 4.5 | | 4.6 | | 4.6 | 22.7 | 13.6 | 9.1 | 31.8 | 9.1 | | | | | | | |
| 1,500-1,999 | 12 | 8.3 | | 16.7 | 8.3 | | 8.3 | 8.4 | 16.7 | 16.7 | 8.3 | | 8.3 | | | | | |
| 2,000 or more | 6 | | | | | 33.3 | | | 33.3 | 16.7 | 16.7 | | | | | | | |
| Total | 433 | 6.0 | 3.5 | 15.2 | 11.8 | 20.5 | 17.1 | 14.3 | 5.6 | 3.9 | 1.2 | 0.5 | 0.2 | | 0.2 | | | |

TABLE 22

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 57.1 | | 14.3 | | 28.6 | | | | | | | | | | | | |
| 100-249 | 94 | 7.5 | 5.3 | 13.8 | 52.1 | 21.3 | | | | | | | | | | | | |
| 250-499 | 182 | 2.2 | 5.0 | 19.2 | 53.3 | 18.7 | 1.1 | | | | | | | | | | | 0.5 |
| 500-999 | 110 | 0.9 | 5.5 | 31.8 | 42.7 | 17.3 | 0.9 | 0.9 | | | | | | | | | | |
| 1,000-1,499 | 22 | | | 31.8 | 54.6 | 13.6 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | | 8.3 | 25.0 | 50.0 | 8.3 | | 8.4 | | | | | | | | | | |
| 2,000 or more | 6 | | 16.7 | 16.6 | 16.7 | 33.3 | 16.7 | | | | | | | | | | | |
| Total | 433 | 3.7 | 5.1 | 21.9 | 49.0 | 18.7 | 0.9 | 0.5 | | | | | | | | | | 0.2 |

TABLE 23

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 94 | 94.6 | 3.2 | 1.1 | 1.1 | | | | | | | | | | | | | |
| 250-499 | 182 | 92.3 | 2.7 | 3.9 | 1.1 | | | | | | | | | | | | | |
| 500-999 | 110 | 77.3 | 6.4 | 7.3 | 3.6 | 4.5 | 0.9 | | | | | | | | | | | |
| 1,000-1,499 | 22 | 18.2 | 31.8 | 18.2 | 9.1 | 18.2 | 4.5 | | | | | | | | | | | |
| 1,500-1,999 | 12 | 8.3 | 25.0 | 33.4 | 25.0 | | | 8.3 | | | | | | | | | | |
| 2,000 or more | 6 | | | | 16.7 | 66.6 | | | 16.7 | | | | | | | | | |
| Total | 433 | 81.8 | 5.8 | 5.5 | 3.0 | 3.0 | 0.5 | 0.2 | 0.2 | | | | | | | | | |

TABLE 24

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 94 | 95.7 | 4.3 | | | | | | | | | | | | | | | |
| 250-499 | 182 | 86.9 | 6.0 | 6.0 | | | | 1.1 | | | | | | | | | | |
| 500-999 | 110 | 56.4 | 15.5 | 17.3 | 4.5 | 3.6 | 0.9 | 0.9 | | | | 0.9 | | | | | | |
| 1,000-1,499 | 22 | 36.3 | 9.1 | 13.6 | 13.6 | 18.2 | | 4.6 | | | | 4.6 | | | | | | |
| 1,500-1,999 | 12 | 33.3 | 8.4 | 8.4 | 16.7 | | 8.3 | 8.3 | | 8.3 | 8.3 | | | | | | | |
| 2,000 or more | 6 | 16.6 | 16.7 | 33.3 | | 16.7 | | | 16.7 | | | | | | | | | |
| Total | 433 | 76.2 | 8.3 | 8.3 | 2.3 | 2.1 | 0.5 | 1.2 | 0.2 | 0.2 | 0.2 | 0.5 | | | | | | |

## TABLE 25

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 85.7 | | 14.3 | | | | | | | | | | | | | | |
| 100-249 | 94 | 95.7 | 4.3 | | | | | | | | | | | | | | | |
| 250-499 | 182 | 94.5 | 3.3 | 2.2 | | | | | | | | | | | | | | |
| 500-999 | 110 | 76.3 | 16.4 | 5.5 | 1.8 | | | | | | | | | | | | | |
| 1,000-1,499 | 22 | 40.9 | 18.2 | 40.9 | | | | | | | | | | | | | | |
| 1,500-1,999 | 12 | | 75.0 | 25.0 | | | | | | | | | | | | | | |
| 2,000 or more | 6 | 16.6 | 66.7 | | 16.7 | | | | | | | | | | | | | |
| Total | 433 | 83.6 | 10.4 | 5.3 | 0.7 | | | | | | | | | | | | | |

## TABLE 26

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 7 | 57.1 | 42.9 | | | | | | | | | | | | | | | |
| 100-249 | 94 | 77.7 | 20.2 | 2.1 | | | | | | | | | | | | | | |
| 250-499 | 182 | 56.6 | 37.9 | 5.5 | | | | | | | | | | | | | | |
| 500-999 | 110 | 22.7 | 50.9 | 25.5 | 0.9 | | | | | | | | | | | | | |
| 1,000-1,499 | 22 | | 45.5 | 45.5 | 4.5 | 4.5 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | 8.3 | 41.7 | 41.7 | 8.3 | | | | | | | | | | | | | |
| 2,000 or more | 6 | 16.7 | 16.7 | 66.6 | | | | | | | | | | | | | | |
| Total | 433 | 47.9 | 37.6 | 13.6 | 0.7 | 0.2 | | | | | | | | | | | | |

## TABLE 27

Number and Per Cent of Alabama High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 2,190 | 1.3 |
| 21-25 | 15,860 | 9.8 |
| 26-30 | 36,793 | 22.7 |
| 31-35 | 25,499 | 15.7 |
| 36-40 | 27,715 | 17.1 |
| 41-45 | 17,630 | 10.9 |
| 46-50 | 18,326 | 11.3 |
| 51-55 | 7,378 | 4.5 |
| 56-60 | 3,007 | 1.8 |
| 61-65 | 4,123 | 2.5 |
| 66-70 | 2,048 | 1.3 |
| 81 | 1,721 | 1.1 |
| Total | 162,290 | 100.0 |

TABLE 28

Percentage Distribution of Alabama High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 0.6 | 3.3 | 50.7 | 18.1 | 12.5 | 4.2 | 6.1 | 3.9 | 0.6 |
| Social Studies | | 1.0 | 1.6 | 9.4 | 46.5 | 14.9 | 19.8 | 3.1 | 2.2 | 0.4 | 1.1 |
| Mathematics | | 0.7 | 3.5 | 12.1 | 25.3 | 29.5 | 14.7 | 9.0 | 2.3 | 2.9 | |
| Science | | 2.0 | 6.3 | 25.6 | 39.5 | 16.6 | 6.4 | 2.0 | 1.6 | | |
| Foreign Languages | 26.3 | 7.6 | 20.2 | 3.9 | 14.1 | 2.3 | 13.2 | 1.5 | 3.4 | 3.1 | 4.4 |
| Art | 61.4 | 23.9 | 11.8 | 2.9 | | | | | | | |
| Music | 28.1 | 40.4 | 28.7 | 1.9 | 0.9 | | | | | | |
| Home Economics | 1.0 | 5.8 | 28.4 | 44.8 | 16.4 | 2.0 | 1.6 | | | | |
| Agriculture | 48.2 | 2.7 | 7.6 | 30.0 | 11.2 | | 0.3 | | | | |
| Industrial Arts | 59.0 | 9.3 | 10.7 | 7.3 | 9.9 | 0.8 | 1.1 | 1.9 | | | |
| Vocational T and I | 55.1 | 11.7 | 13.1 | 6.0 | 5.3 | 1.3 | 2.5 | 2.0 | 1.0 | 1.0 | 1.0 |
| Business Education | 3.4 | 2.2 | 9.6 | 7.5 | 16.5 | 15.9 | 15.7 | 11.7 | 10.4 | 4.5 | 2.6 |

TABLE 29

Number and Per Cent of Alabama High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught, by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 597 | 582 | 7 | 130 | 59 | 6 | 21.8 | 10.1 | 85.7 |
| 100-249 | 14,675 | 13,944 | 813 | 2,370 | 1,074 | 153 | 16.1 | 7.7 | 18.8 |
| 250-499 | 51,100 | 48,475 | 2,354 | 6,762 | 2,574 | 254 | 13.2 | 5.3 | 10.8 |
| 500-999 | 56,516 | 54,010 | 7,804 | 5,322 | 2,376 | 514 | 9.4 | 4.4 | 6.6 |
| 1,000-1,499 | 18,950 | 18,473 | 5,782 | 973 | 243 | 100 | 5.1 | 1.3 | 1.7 |
| 1,500-1,999 | 14,845 | 14,373 | 4,614 | 338 | | 63 | 2.3 | | 1.4 |
| 2,000 or more | 10,713 | 11,519 | 4,815 | 144 | | 55 | 1.3 | | 1.5 |
| Total | 167,396 | 161,376 | 26,189 | 16,039 | 6,326 | 1,145 | 9.6 | 3.9 | 4.4 |

TABLE 30

Number and Per Cent of Alabama High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 709 | 559 | 96 | 66 | 84 | 30 | 9.3 | 15.0 | 31.3 |
| 100-249 | 18,342 | 16,270 | 4,713 | 821 | 955 | 561 | 4.5 | 5.9 | 11.9 |
| 250-499 | 66,514 | 60,707 | 17,182 | 3,064 | 2,260 | 929 | 4.6 | 3.7 | 5.4 |
| 500-999 | 76,260 | 66,445 | 24,708 | 1,686 | 1,819 | 721 | 2.2 | 2.7 | 2.9 |
| 1,000-1,499 | 28,385 | 24,442 | 8,583 | 220 | 305 | 369 | 0.8 | 1.2 | 4.3 |
| 1,500-1,999 | 20,023 | 15,799 | 6,775 | 124 | 30 | 131 | 0.6 | 0.2 | 1.9 |
| 2,000 or more | 15,431 | 10,560 | 5,737 | 202 | 64 | | 1.3 | 0.6 | |
| Total | 225,666 | 194,782 | 67,794 | 6,183 | 5,517 | 2,731 | 2.7 | 2.8 | 4.0 |

TABLE 31

Number and Per Cent of Alabama High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | | | 570 | | | 170 | | | 30.0 |
| 100-249 | 91 | 207 | 15,865 | | | 3,927 | | | 24.8 |
| 250-499 | 884 | 1,307 | 52,391 | 18 | 127 | 10,063 | 2.0 | 9.7 | 19.2 |
| 500-999 | 2,095 | 6,015 | 52,977 | 39 | 625 | 3,728 | 1.9 | 10.4 | 7.0 |
| 1,000-1,499 | 2,162 | 1,528 | 16,292 | 58 | 270 | 63 | 2.7 | 17.7 | 0.4 |
| 1,500-1,999 | 2,626 | 3,193 | 10,809 | 454 | 318 | 88 | 17.3 | 10.0 | 0.8 |
| 2,000 or more | 1,745 | 1,941 | 7,931 | 12 | 66 | | 0.7 | 3.4 | |
| Total | 9,603 | 14,191 | 156,835 | 581 | 1,406 | 18,039 | 6.1 | 9.9 | 11.5 |

* Includes distributive education, trades and industries, and diversified occupations.

TABLE 32

Number and Per Cent of Alabama High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | | 55 | 141 | | | 70 | | | 49.6 |
| 100-249 | 4,230 | 4,641 | 1,775 | 34 | 8 | 135 | 0.8 | 0.2 | 7.6 |
| 250-499 | 10,929 | 14,349 | 8,716 | | | 333 | | | 3.8 |
| 500-999 | 6,801 | 13,668 | 15,909 | 79 | 43 | 775 | 1.2 | 0.3 | 4.9 |
| 1,000-1,499 | 405 | 4,244 | 5,032 | | | 90 | | | 1.8 |
| 1,500-1,999 | 116 | 3,121 | 4,046 | | | | | | |
| 2,000 or more | 102 | 2,099 | 2,417 | | | 260 | | | 10.8 |
| Total | 22,583 | 42,177 | 38,036 | 113 | 51 | 1,663 | 0.5 | 0.1 | 4.4 |

TABLE 33

Per Cent of Classes in Alabama High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 215 | 30.7 | 23.7 | 19.1 | 15.3 | 2.8 | 6.5 | 0.5 | 1.4 |
| 100-249 | 4,021 | 10.6 | 12.4 | 15.5 | 19.9 | 16.1 | 10.6 | 10.8 | 4.1 |
| 250-499 | 12,120 | 3.9 | 7.7 | 12.1 | 16.5 | 22.0 | 19.4 | 12.9 | 5.5 |
| 500-999 | 13,415 | 2.8 | 5.2 | 9.4 | 16.4 | 27.3 | 22.2 | 10.6 | 6.1 |
| 1,000-1,499 | 4,567 | 2.0 | 2.7 | 6.3 | 11.9 | 31.2 | 29.3 | 10.6 | 6.0 |
| 1,500-1,999 | 3,581 | 1.4 | 3.1 | 9.1 | 14.8 | 38.1 | 24.2 | 3.9 | 5.4 |
| 2,000 or more | 2,553 | 1.0 | 2.8 | 5.1 | 10.5 | 31.7 | 40.3 | 3.9 | 4.7 |
| Total | 40,472 | 3.9 | 6.1 | 10.2 | 15.7 | 26.1 | 22.2 | 10.2 | 5.6 |

TABLE 34

Per Cent of Classes in Alabama High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 7,804 | 0.6 | 1.7 | 6.9 | 16.1 | 33.2 | 28.2 | 12.5 | 0.8 |
| Mathematics | 5,593 | 2.3 | 4.3 | 7.7 | 15.8 | 30.5 | 27.9 | 10.6 | 0.9 |
| Science | 5,682 | 1.3 | 3.5 | 7.4 | 15.6 | 31.6 | 27.8 | 11.8 | 1.0 |
| Social Studies | 6,630 | 0.4 | 1.6 | 5.4 | 15.7 | 32.3 | 29.9 | 13.6 | 1.1 |
| Foreign Languages | 1,079 | 4.9 | 10.4 | 13.8 | 18.3 | 32.1 | 17.8 | 2.5 | 0.2 |
| Physical Education | 4,279 | 1.5 | 2.6 | 5.6 | 9.8 | 11.6 | 15.4 | 15.4 | 38.1 |
| Music | 1,269 | 11.1 | 11.3 | 10.2 | 9.5 | 11.6 | 10.1 | 9.1 | 27.1 |
| Art | 371 | 14.0 | 9.2 | 15.1 | 20.2 | 23.5 | 9.7 | 6.7 | 1.6 |
| Business Education | 2,894 | 6.5 | 12.9 | 16.4 | 18.2 | 25.1 | 16.4 | 4.3 | 0.2 |
| Home Economics | 2,193 | 9.9 | 19.0 | 29.4 | 24.0 | 12.5 | 4.1 | 1.0 | 0.1 |
| Agriculture | 1,277 | 15.1 | 28.7 | 24.2 | 16.8 | 9.8 | 3.1 | 1.7 | 0.6 |
| Industrial Arts | 447 | 5.1 | 9.9 | 32.2 | 25.3 | 18.8 | 7.4 | 0.9 | 0.4 |
| Vocational | 954 | 32.6 | 22.1 | 25.8 | 11.3 | 5.6 | 1.6 | 1.0 | |
| Total | 40,472 | 3.8 | 6.1 | 10.2 | 15.7 | 26.2 | 22.2 | 10.2 | 5.6 |

TABLE 35

Number and Per Cent of Alabama High School Graduates Entering College

| School size (Pupils enrolled) | Number of high schools | Number of graduates | Graduates entering college | Per cent |
|---|---|---|---|---|
| 99 or fewer | 6 | 39 | 15 | 38.5 |
| 100-249 | 86 | 1,877 | 449 | 23.9 |
| 250-499 | 166 | 6,737 | 1,742 | 25.8 |
| 500-999 | 86 | 6,934 | 2,433 | 35.1 |
| 1,000-1,499 | 18 | 3,020 | 1,221 | 40.4 |
| 1,500-1,999 | 6 | 1,147 | 581 | 50.6 |
| 2,000 or more | 4 | 1,997 | 1,062 | 53.2 |
| Total | 372* | 21,751 | 7,503 | 34.5 |

* Data not available for all high schools.

## TABLE 36

Per Cent of Teachers with a Master's Degree or Above in Alabama High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of teachers with Master's Degree or above in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | | | | 25.0 | 15.4 | 28.6 | 25.0 | | | |
| 100-249 | 29.4 | 23.1 | 25.6 | 32.1 | 30.0 | 42.2 | | | | |
| 250-499 | 19.9 | 29.8 | 39.9 | 28.1 | 55.6 | | | | | |
| 500-999 | 21.0 | 30.5 | 35.9 | 50.7 | | | | | | |
| 1,000-1,499 | 27.3 | 33.1 | | | | | | | | |
| 1,500-1,999 | 47.1 | 29.4 | 45.9 | | | | | | | |
| 2,000 or more | 7.5 | 35.4 | | | | | | | | |
| Total | 22.7 | 30.7 | 35.1 | 36.0 | 33.3 | 40.4 | 25.0 | | | |

## TABLE 37

Per Cent of Teachers with Less than a Bachelor's Degree in Alabama High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of teachers with less than a Bachelor's Degree in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | | | | | | 42.9 | | | | |
| 100-249 | 5.9 | 5.4 | 6.8 | 6.4 | | | | | | |
| 250-499 | 1.4 | 2.7 | 1.6 | | 5.6 | | | | | |
| 500-999 | 3.6 | 2.1 | 2.1 | 5.8 | | | | | | |
| 1,000-1,499 | | 1.2 | | | | | | | | |
| 1,500-1,999 | 2.9 | 1.5 | 1.4 | | | | | | | |
| 2,000 or more | 1.3 | 1.5 | | | | | | | | |
| Total | 2.2 | 2.2 | 3.2 | 5.5 | 1.2 | 5.8 | | | | |

TABLE 38

Number and Per Cent of Arkansas High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 70 | 17.0 | | | 4 | 13.8 | | | 74 | 15.3 |
| 100-249 | 205 | 49.9 | 4 | 44.5 | 8 | 27.6 | 4 | 11.8 | 221 | 45.9 |
| 250-499 | 97 | 23.6 | 2 | 22.2 | 11 | 37.9 | 9 | 26.4 | 119 | 24.6 |
| 500-999 | 38 | 9.3 | 3 | 33.3 | 6 | 20.7 | 14 | 41.2 | 61 | 12.6 |
| 1,000-1,499 | 1 | 0.2 | | | | | 4 | 11.8 | 5 | 1.0 |
| 1,500-1,999 | | | | | | | 2 | 5.9 | 2 | 0.4 |
| 2,000 or more | | | | | | | 1 | 2.9 | 1 | 0.2 |
| Total | 411 | 100.0 | 9 | 100.0 | 29 | 100.0 | 34 | 100.0 | 483 | 100.0 |

TABLE 39

Pupil Enrollment in Arkansas High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 5,020 | | 194 | | 5,214 |
| 100-249 | 34,761 | 744 | 1,972 | 828 | 38,305 |
| 250-499 | 33,560 | 814 | 3,842 | 3,695 | 41,911 |
| 500-999 | 24,683 | 1,646 | 3,884 | 9,531 | 39,744 |
| 1,000-1,499 | 1,254 | | | 4,567 | 5,821 |
| 1,500-1,999 | | | | 3,934 | 3,934 |
| 2,000 or more | | | | 2,218 | 2,218 |
| Total | 99,278 | 3,204 | 9,892 | 24,773 | 137,147 |

TABLE 40

College Training of Arkansas High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 330 | 36 | 10.9 | 241 | 73.0 | 53 | 16.1 | 74 | 29 | 39.2 | 45 | 60.8 |
| 100-249 | 1,813 | 265 | 14.6 | 1,377 | 76.0 | 171 | 9.4 | 221 | 146 | 66.1 | 75 | 33.9 |
| 250-499 | 1,745 | 322 | 18.5 | 1,329 | 76.2 | 94 | 5.3 | 119 | 96 | 80.7 | 23 | 19.3 |
| 500-999 | 1,709 | 414 | 24.2 | 1 252 | 73.3 | 43 | 2.5 | 61 | 60 | 98.4 | 1 | 1.6 |
| 1,000-1,499 | 242 | 92 | 38.0 | 145 | 59.9 | 5 | 2.1 | 5 | 5 | 100.0 | | |
| 1,500-1,999 | 159 | 65 | 40.9 | 92 | 57.9 | 2 | 1.2 | 2 | 2 | 100.0 | | |
| 2,000 or more | 85 | 41 | 48.2 | 43 | 50.6 | 1 | 1.2 | 1 | 1 | 100.0 | | |
| Total | 6,083 | 1,235 | 20.3 | 4,479 | 73.6 | 369 | 6.1 | 483 | 339 | 70.2 | 144 | 29.8 |

TABLE 41

College Training of Arkansas High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance Counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total | Master's degree or above | | Bachelor's degree | |
| | Number | Number | Per cent | Number | Per cent | Number | Per cent | Number | Number | Per cent | Number | Per cent |
| 99 or fewer | 50 | 9 | 18.0 | 28 | 56.0 | 13 | 26.0 | 1 | | | 1 | 100.0 |
| 100-249 | 149 | 23 | 15.4 | 114 | 76.5 | 12 | 8.1 | 27 | 12 | 44.4 | 15 | 55.6 |
| 250-499 | 93 | 15 | 16.1 | 77 | 82.8 | 1 | 1.1 | 40 | 20 | 50.0 | 20 | 50.0 |
| 500-999 | 62 | 18 | 29.0 | 44 | 71.0 | | | 49 | 33 | 67.3 | 16 | 32.7 |
| 1,000-1,499 | 6 | 3 | 50.0 | 3 | 50.0 | | | 10 | 8 | 80.0 | 2 | 20.0 |
| 1,500-1,999 | 4 | 2 | 50.0 | 2 | 50.0 | | | 9 | 8 | 88.9 | 1 | 11.1 |
| 2,000 or more | 2 | 1 | 50.0 | 1 | 50.0 | | | 3 | 3 | 100.0 | | |
| Total | 366 | 71 | 19.4 | 269 | 73.5 | 26 | 7.1 | 139 | 84 | 60.4 | 55 | 39.6 |

TABLE 42

Per Cent of Arkansas High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 330 | 16.3 | 10.9 | 7.6 | 9.4 | 5.5 | 6.1 | 15.7 | 10.0 | 5.2 | 13.3 |
| 100-249 | 1,813 | 13.1 | 9.1 | 8.6 | 6.5 | 6.0 | 5.4 | 17.4 | 12.5 | 7.6 | 13.8 |
| 250-499 | 1,745 | 12.1 | 10.5 | 7.2 | 6.0 | 5.2 | 4.5 | 16.0 | 12.1 | 7.9 | 18.5 |
| 500-999 | 1,709 | 10.0 | 9.8 | 6.6 | 7.1 | 5.4 | 4.0 | 19.3 | 13.6 | 8.3 | 15.9 |
| 1,000-1,499 | 242 | 7.4 | 8.3 | 7.0 | 3.3 | 3.7 | 2.1 | 18.6 | 12.4 | 10.3 | 26.9 |
| 1,500-1,999 | 159 | 7.5 | 5.7 | 5.7 | 5.0 | 6.3 | 5.0 | 15.1 | 10.7 | 11.9 | 27.1 |
| 2,000 or more | 85 | 5.9 | 5.9 | 1.2 | 4.7 | 2.4 | 1.2 | 23.5 | 10.6 | 7.1 | 37.5 |
| Total | 6,083 | 11.7 | 9.6 | 7.3 | 6.5 | 5.4 | 4.6 | 17.6 | 12.5 | 7.9 | 16.9 |

TABLE 43

Per Cent of Arkansas High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 74 | 17.6 | 27.0 | 21.6 | 12.2 | 21.6 |
| 100-249 | 221 | 14.9 | 22.2 | 19.5 | 10.0 | 33.4 |
| 250-499 | 119 | 5.9 | 20.2 | 26.9 | 10.1 | 36.9 |
| 500-999 | 61 | | 14.8 | 31.1 | 16.4 | 37.7 |
| 1,000-1,499 | 5 | | | 80.0 | | 20.0 |
| 1,500-1,999 | 2 | | | | 50.0 | 50.0 |
| 2,000 or more | 1 | | | | | 100.0 |
| Total | 483 | 11.0 | 21.1 | 23.6 | 11.2 | 33.1 |

## TABLE 44

### Sex of Arkansas High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total Number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 330 | 162 | 49.1 | 168 | 50.9 | 74 | 70 | 94.6 | 4 | 5.4 |
| 100-249 | 1,813 | 948 | 52.3 | 865 | 47.7 | 221 | 214 | 96.8 | 7 | 3.2 |
| 250-499 | 1,745 | 827 | 47.4 | 918 | 52.6 | 119 | 116 | 97.5 | 3 | 2.5 |
| 500-999 | 1,709 | 744 | 43.5 | 965 | 56.5 | 61 | 60 | 98.4 | 1 | 1.6 |
| 1,000-1,499 | 242 | 98 | 40.5 | 144 | 59.5 | 5 | 5 | 100.0 | | |
| 1,500-1,999 | 159 | 44 | 27.7 | 115 | 72.3 | 2 | 2 | 100.0 | | |
| 2,000 or more | 85 | 31 | 36.5 | 54 | 63.5 | 1 | 1 | 100.0 | | |
| Total | 6,083 | 2,854 | 46.9 | 3,229 | 53.1 | 483 | 468 | 96.9 | 15 | 3.1 |

## TABLE 45

### Annual Salaries of Arkansas High School Teachers by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 330 | 8.8 | 19.1 | 29.1 | 28.2 | 9.4 | 4.2 | 1.2 | | | | | |
| 100-249 | 1,813 | 3.4 | 14.4 | 33.7 | 26.5 | 11.2 | 6.6 | 3.0 | 0.7 | 0.4 | 0.1 | | |
| 250-499 | 1,745 | 2.0 | 10.3 | 34.0 | 27.2 | 13.0 | 8.3 | 3.4 | 1.5 | 0.2 | 0.1 | | |
| 500-999 | 1,709 | 1.3 | 2.5 | 24.0 | 36.6 | 17.7 | 10.1 | 4.5 | 2.4 | 0.5 | 0.3 | 0.1 | |
| 1,000-1,499 | 242 | 2.5 | 0.4 | 6.6 | 21.1 | 23.1 | 18.2 | 8.7 | 10.3 | 5.4 | 0.4 | 2.5 | 0.8 |
| 1,500-1,999 | 159 | | 0.6 | 8.8 | 16.4 | 18.3 | 11.3 | 13.8 | 19.5 | 5.7 | 1.9 | 3.1 | 0.6 |
| 2,000 or more | 85 | 1.2 | | 3.5 | 17.6 | 22.4 | 21.2 | 23.5 | 4.7 | 3.5 | 1.2 | 1.2 | |
| Total | 6,083 | 2.5 | 9.0 | 28.7 | 29.1 | 14.3 | 8.7 | 4.2 | 2.3 | 0.7 | 0.2 | 0.2 | 0.1 |

## TABLE 46

### Annual Salaries of Arkansas High School Principals by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
| 99 or fewer | 74 | 33.7 | 13.5 | 23.0 | 13.5 | 12.2 | | 4.1 | | | | | | | |
| 100-249 | 221 | 15.4 | 14.5 | 21.6 | 19.9 | 19.5 | 6.3 | 1.4 | 1.4 | | | | | | |
| 250-499 | 119 | 9.2 | 12.6 | 17.6 | 16.0 | 21.1 | 10.1 | 6.7 | 5.9 | 0.8 | | | | | |
| 500-999 | 61 | 1.6 | 6.6 | | 22.9 | 26.4 | 21.3 | 8.2 | 9.8 | 1.6 | | | 1.6 | | |
| 1,000-1,499 | 5 | | | | | | | 40.0 | | 20.0 | 20.0 | | | 20.0 | |
| 1,500-1,999 | 2 | | | | | | | | 50.0 | | | | | | 50.0 |
| 2,000 or more | 1 | | | | | | | | | 100.0 | | | | | |
| Total | 483 | 14.7 | 12.6 | 17.8 | 18.0 | 19.4 | 8.4 | 4.3 | 3.5 | 0.8 | 0.2 | | 0.2 | 0.2 | 0.2 |

TABLE 47

Percentage Distribution of Arkansas Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 70 | 75.7 | 24.3 | | | | | | | | | | | | |
| 100-249 | 205 | 23.4 | 48.8 | 20.0 | 6.3 | 1.5 | | | | | | | | | |
| 250-499 | 97 | 3.1 | 21.6 | 36.2 | 24.7 | 11.3 | 3.1 | | | | | | | | |
| 500-999 | 38 | | 2.6 | 7.9 | 36.8 | 39.5 | 13.2 | | | | | | | | |
| 1,000-1,499 | 1 | | | | | | | 100.0 | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 411 | 25.3 | 33.9 | 19.2 | 12.4 | 7.1 | 1.9 | 0.2 | | | | | | | |

TABLE 48

Percentage Distribution of Arkansas Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 4 | | 50.0 | | 50.0 | | | | | | | | | | |
| 250-499 | 2 | | 50.0 | | 50.0 | | | | | | | | | | |
| 500-999 | 3 | | | | 33.3 | 66.7 | | | | | | | | | |
| 1,000-1,499 | | | | | | | | | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 9 | | 33.3 | | 44.5 | 22.2 | | | | | | | | | |

TABLE 49

Percentage Distribution of Arkansas Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 4 | 75.0 | 25.0 | | | | | | | | | | | | |
| 100-249 | 8 | 12.5 | 25.0 | 12.5 | 12.5 | 25.0 | | 12.5 | | | | | | | |
| 250-499 | 11 | | 9.1 | 18.2 | 54.5 | 18.2 | | | | | | | | | |
| 500-999 | 6 | | | | | 50.0 | 33.3 | 16.7 | | | | | | | |
| 1,000-1,499 | | | | | | | | | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 29 | 13.8 | 13.8 | 10.4 | 24.1 | 24.1 | 6.9 | 6.9 | | | | | | | |

## TABLE 50

### Percentage Distribution of Arkansas Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 4 | 25.0 | | 50.0 | 25.0 | | | | | | | | | | |
| 250-499 | 9 | | | 11.1 | 11.1 | 44.5 | 11.1 | 11.1 | 11.1 | | | | | | |
| 500-999 | 14 | | | | 7.1 | 28.7 | 14.3 | 7.1 | 21.4 | 14.3 | | | 7.1 | | |
| 1,000-1,499 | 4 | | | | | | | 25.0 | 25.0 | | 25.0 | | 25.0 | | |
| 1,500-1,999 | 2 | | | | | | | | | | 50.0 | | | | 50.0 |
| 2,000 or more | 1 | | | | | | | | | | | | | | 100.0 |
| Total | 34 | 2.9 | | 8.8 | 8.8 | 23.6 | 8.8 | 8.8 | 14.7 | 5.9 | 5.9 | | 5.9 | | 5.9 |

## TABLE 51

### Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | | | 1.4 | 10.8 | 74.2 | 9.5 | 4.1 | | | | | | | | | | |
| 100-249 | 221 | | | 0.5 | 2.3 | 71.4 | 19.5 | 4.5 | 0.9 | 0.9 | | | | | | | | |
| 250-499 | 119 | | | | | 48.7 | 30.3 | 16.0 | 2.5 | 2.5 | | | | | | | | |
| 500-999 | 61 | | | | 1.6 | 23.3 | 31.8 | 30.0 | 6.7 | 5.0 | | | 1.6 | | | | | |
| 1,000-1,499 | 5 | | | | | | | 40.0 | 20.0 | | 20.0 | 20.0 | | | | | | |
| 1,500-1,999 | 2 | | | | | | | | | | 50.0 | 50.0 | | | | | | |
| 2,000 or more | 1 | | | | | | | | | | | 100.0 | | | | | | |
| Total | 483 | | | 0.4 | 2.9 | 59.1 | 21.8 | 10.8 | 2.1 | 1.7 | 0.4 | 0.6 | 0.2 | | | | | |

## TABLE 52

### Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | 89.2 | 8.1 | 2.7 | | | | | | | | | | | | | | |
| 100-249 | 221 | 79.6 | 8.1 | 11.8 | | | | 0.5 | | | | | | | | | | |
| 250-499 | 119 | 42.9 | 16.8 | 29.4 | 2.5 | 6.7 | 1.7 | | | | | | | | | | | |
| 500-999 | 61 | 9.8 | 3.3 | 52.6 | 9.8 | 11.4 | 6.6 | 1.6 | 1.6 | | 3.3 | | | | | | | |
| 1,000-1,499 | 5 | | | | | | 40.0 | | | | 20.0 | | 40.0 | | | | | |
| 1,500-1,999 | 2 | | | | | | | 50.0 | | | | | | 50.0 | | | | |
| 2,000 or more | 1 | | | | | | | | | | | | | 100.0 | | | | |
| Total | 483 | 61.9 | 9.5 | 19.7 | 1.9 | 3.1 | 1.7 | 0.6 | 0.2 | | 0.6 | | 0.4 | 0.4 | | | | |

TABLE 53

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | 1.4 | 33.8 | 44.5 | 17.6 | 2.7 | | | | | | | | | | | | |
| 100-249 | 221 | 0.5 | 5.4 | 34.4 | 42.5 | 15.4 | 1.8 | | | | | | | | | | | |
| 250-499 | 119 | | 1.7 | 5.9 | 45.4 | 40.3 | 5.0 | 1.7 | | | | | | | | | | |
| 500-999 | 61 | | | | 11.5 | 60.6 | 23.0 | 4.9 | | | | | | | | | | |
| 1,000-1,499 | 5 | | | | | | 60.0 | 40.0 | | | | | | | | | | |
| 1,500-1,999 | 2 | | | | | 50.0 | | 50.0 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | | | 100.0 | | | | | | | |
| Total | 483 | 0.4 | 8.1 | 24.0 | 34.8 | 25.2 | 5.6 | 1.7 | | | 0.2 | | | | | | | |

TABLE 54

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | | 1.4 | 24.3 | 36.4 | 27.0 | 8.1 | 1.4 | 1.4 | | | | | | | | | |
| 100-249 | 221 | | 1.8 | 14.5 | 24.0 | 37.0 | 12.7 | 7.7 | 2.3 | | | | | | | | | |
| 250-499 | 119 | | 0.8 | 5.0 | 16.0 | 34.4 | 26.1 | 12.6 | 3.4 | 1.7 | | | | | | | | |
| 500-999 | 61 | | | | | 36.1 | 37.7 | 21.3 | 3.3 | | 1.6 | | | | | | | |
| 1,000-1,499 | 5 | | | | | | 60.0 | 20.0 | 20.0 | | | | | | | | | |
| 1,500-1,999 | 2 | | | | | | 50.0 | 50.0 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | | 100.0 | | | | | | | | |
| Total | 483 | | 1.2 | 11.6 | 20.5 | 34.3 | 19.0 | 9.9 | 2.7 | 0.6 | 0.2 | | | | | | | |

TABLE 55

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | | 6.8 | 41.9 | 40.5 | 10.8 | | | | | | | | | | | | |
| 100-249 | 221 | | 1.8 | 18.1 | 39.4 | 25.3 | 11.3 | 4.1 | | | | | | | | | | |
| 250-499 | 119 | | | 2.5 | 11.8 | 38.7 | 21.8 | 21.0 | 3.4 | 0.8 | | | | | | | | |
| 500-999 | 61 | | | | | 16.4 | 26.2 | 39.4 | 16.4 | | 1.6 | | | | | | | |
| 1,000-1,499 | 5 | | | | | | 20.0 | 60.0 | 20.0 | | | | | | | | | |
| 1,500-1,999 | 2 | | | | | | | 100.0 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | | 100.0 | | | | | | | | |
| Total | 483 | | 1.9 | 15.3 | 27.2 | 24.8 | 14.1 | 13.0 | 3.1 | 0.4 | 0.2 | | | | | | | |

## TABLE 56

### Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 74 | 68.9 | 2.7 | 2.7 | 17.6 | 8.1 | | | | | | | | | | | | |
| 100-249 | 221 | 33.4 | 0.5 | 1.4 | 43.9 | 20.8 | | | | | | | | | | | | |
| 250-499 | 119 | 22.7 | | 1.7 | 46.2 | 29.4 | | | | | | | | | | | | |
| 500-999 | 61 | 34.4 | | 3.3 | 34.4 | 27.9 | | | | | | | | | | | | |
| 1,000-1,499 | 5 | 100.0 | | | | | | | | | | | | | | | | |
| 1,500-1,999 | 2 | 100.0 | | | | | | | | | | | | | | | | |
| 2,000 or more | 1 | 100.0 | | | | | | | | | | | | | | | | |
| Total | 483 | 37.5 | 0.6 | 1.9 | 38.5 | 21.5 | | | | | | | | | | | | |

## TABLE 57

### Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 74 | 17.6 | 5.4 | 33.8 | 31.1 | 8.1 | 4.0 | | | | | | | | | | | |
| 100-249 | 221 | 7.2 | 4.5 | 17.6 | 27.6 | 28.1 | 12.7 | 1.8 | 0.5 | | | | | | | | | |
| 250-499 | 119 | 3.4 | 5.0 | 11.8 | 24.4 | 33.6 | 16.8 | 4.2 | 0.8 | | | | | | | | | |
| 500-999 | 61 | | | | 11.5 | 62.3 | 21.3 | 4.9 | | | | | | | | | | |
| 1,000-1,499 | 5 | | | | | 20.0 | 40.0 | | 20.0 | | 20.0 | | | | | | | |
| 1,500-1,999 | 2 | 50.0 | | | | | | | | | | 50.0 | | | | | | |
| 2,000 or more | 1 | | | | | | | | | | | | | | 100.0 | | | |
| Total | 483 | 7.0 | 4.1 | 16.2 | 24.9 | 30.4 | 13.7 | 2.5 | 0.6 | | 0.2 | 0.2 | | | 0.2 | | | |

## TABLE 58

### Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 74 | 48.6 | 6.8 | 21.6 | 18.9 | 4.1 | | | | | | | | | | | | |
| 100-249 | 221 | 15.8 | 1.8 | 12.2 | 57.5 | 12.7 | | | | | | | | | | | | |
| 250-499 | 119 | 4.2 | 1.7 | 10.9 | 69.8 | 13.4 | | | | | | | | | | | | |
| 500-999 | 61 | 1.6 | | 39.4 | 50.8 | 8.2 | | | | | | | | | | | | |
| 1,000-1,499 | 5 | | | 20.0 | 60.0 | | 20.0 | | | | | | | | | | | |
| 1,500-1,999 | 2 | | | 50.0 | | | | 50.0 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | 100.0 | | | | | | | | | |
| Total | 483 | 15.9 | 2.3 | 17.0 | 53.4 | 10.8 | 0.2 | 0.2 | 0.2 | | | | | | | | | |

TABLE 59

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | 94.6 | 1.4 | 2.7 | 1.3 | | | | | | | | | | | | | |
| 100-249 | 221 | 88.7 | 3.2 | 4.5 | 1.4 | 1.8 | | | | | | | 0.4 | | | | | |
| 250-499 | 119 | 86.6 | 5.9 | 2.5 | 1.7 | 1.7 | 0.8 | 0.8 | | | | | | | | | | |
| 500-999 | 61 | 39.4 | 21.3 | 16.4 | 9.9 | 4.9 | 4.9 | | 1.6 | 1.6 | | | | | | | | |
| 1,000-1,499 | 5 | 20.0 | | | | 40.0 | | 40.0 | | | | | | | | | | |
| 1,500-1,999 | 2 | | | | | | | | 50.0 | 50.0 | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | 100.0 | | | | | | | | | |
| Total | 483 | 81.6 | 5.8 | 5.2 | 2.5 | 2.3 | 0.8 | 0.6 | 0.6 | 0.4 | | | 0.2 | | | | | |

TABLE 60

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 221 | 96.4 | 2.3 | 1.3 | | | | | | | | | | | | | | |
| 250-499 | 119 | 92.4 | 2.5 | 0.8 | 0.8 | 1.7 | | 0.9 | | 0.9 | | | | | | | | |
| 500-999 | 61 | 75.4 | 8.2 | 3.3 | 3.3 | 8.2 | | | | | | | | | | | | 1.6 |
| 1,000-1,499 | 5 | 20.0 | | 20.0 | 20.0 | | 20.0 | | | | | 20.0 | | | | | | |
| 1,500-1,999 | 2 | | | | | | | | | | | | | 100.0 | | | | |
| 2,000 or more | 1 | | | | 100.0 | | | | | | | | | | | | | |
| Total | 483 | 91.9 | 2.7 | 1.5 | 1.0 | 1.5 | 0.2 | 0.2 | | 0.2 | | 0.2 | | 0.4 | | | | 0.2 |

TABLE 61

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 221 | 99.5 | 0.5 | | | | | | | | | | | | | | | |
| 250-499 | 119 | 95.0 | 3.4 | 0.8 | 0.8 | | | | | | | | | | | | | |
| 500-999 | 61 | 77.1 | 19.7 | 1.6 | | 1.6 | | | | | | | | | | | | |
| 1,000-1,499 | 5 | 40.0 | 20.0 | 20.0 | | | 20.0 | | | | | | | | | | | |
| 1,500-1,999 | 2 | | | | 50.0 | | | 50.0 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | 100.0 | | | | | | | | | | |
| Total | 483 | 94.5 | 3.7 | 0.6 | 0.4 | 0.2 | 0.2 | 0.4 | | | | | | | | | | |

TABLE 62

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 74 | 86.4 | 12.2 | 1.4 | | | | | | | | | | | | | | |
| 100-249 | 221 | 66.0 | 22.1 | 10.0 | 0.5 | 1.4 | | | | | | | | | | | | |
| 250-499 | 119 | 30.3 | 32.0 | 27.7 | 2.5 | 6.7 | | 0.8 | | | | | | | | | | |
| 500-999 | 61 | 1.6 | 23.0 | 39.3 | 16.4 | 16.4 | | | 3.3 | | | | | | | | | |
| 1,000-1,499 | 5 | | 20.0 | | | 40.0 | | 20.0 | 20.0 | | | | | | | | | |
| 1,500-1,999 | 2 | | | | | | 100.0 | | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | 100.0 | | | | | | | | | | | |
| Total | 483 | 51.1 | 23.0 | 16.6 | 2.9 | 4.8 | 0.6 | 0.4 | 0.6 | | | | | | | | | |

TABLE 63

Number and Per Cent of Arkansas High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 7,586 | 7.7 |
| 21-25 | 17,247 | 17.4 |
| 26-30 | 15,145 | 15.3 |
| 31-35 | 17,024 | 17.2 |
| 36-40 | 17,230 | 17.4 |
| 41-45 | 5,324 | 5.4 |
| 46-50 | 4,217 | 4.3 |
| 51-55 | 3,937 | 4.0 |
| 56-60 | 1,782 | 1.8 |
| 61-65 | 2,959 | 3.0 |
| 71-75 | 2,206 | 2.2 |
| 85-90 | 4,213 | 4.3 |
| Total | 98,870 | 100.0 |

TABLE 64

Percentage Distribution of Arkansas High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 0.1 | 1.5 | 38.2 | 24.0 | 18.7 | 4.6 | 3.4 | 3.0 | 6.5 |
| Social Studies | | 0.6 | 5.7 | 11.0 | 31.1 | 27.7 | 16.3 | 4.5 | 2.7 | 0.4 | |
| Mathematics | | 0.6 | 5.7 | 13.4 | 21.8 | 19.4 | 28.1 | 7.7 | 2.5 | 0.8 | |
| Science | 0.1 | 2.6 | 10.4 | 27.2 | 36.4 | 14.1 | 7.0 | | | 2.2 | |
| Foreign Languages | 35.5 | 10.2 | 27.1 | 4.4 | 6.2 | 5.2 | 3.4 | 0.6 | | 3.1 | 4.3 |
| Art | 79.8 | 9.1 | 2.2 | 2.4 | 1.0 | 1.3 | 4.2 | | | | |
| Music | 26.5 | 22.8 | 22.4 | 7.0 | 11.0 | 6.2 | 1.8 | 2.3 | | | |
| Home Economics | 6.3 | 1.0 | 23.0 | 53.8 | 10.4 | 1.3 | 2.0 | 2.2 | | | |
| Agriculture | 39.8 | 0.2 | 1.7 | 34.3 | 24.0 | | | | | | |
| Industrial Arts | 60.6 | 10.2 | 7.6 | 3.7 | 4.5 | 2.6 | 2.7 | 5.1 | 2.8 | | 0.2 |
| Vocational T and I | 77.4 | 4.1 | 3.2 | 4.5 | 3.1 | 1.2 | 0.5 | | 0.3 | | 5.7 |
| Business Education | 5.7 | 2.3 | 10.1 | 17.3 | 28.8 | 18.3 | 8.8 | 1.1 | | 3.4 | 4.2 |

TABLE 65

Number and Per Cent of Arkansas High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught, by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 4,361 | 3,476 | 73 | 1,612 | 1,102 | 73 | 37.0 | 31.7 | 100.0 |
| 100-249 | 30,466 | 25,826 | 1,175 | 8,944 | 6,698 | 340 | 29.3 | 25.9 | 28.9 |
| 250-499 | 33,206 | 28,401 | 2,581 | 6,041 | 3,722 | 630 | 18.2 | 13.1 | 22.1 |
| 500-999 | 29,006 | 25,354 | 4,752 | 2,064 | 2,023 | 913 | 7.1 | 8.0 | 19.2 |
| 1,000-1,499 | 3,910 | 3,108 | 1,942 | 199 | 233 | 178 | 5.1 | 7.5 | 9.2 |
| 1,500-1,999 | 2,302 | 1,470 | 904 | 68 | | 40 | 3.0 | | 4.4 |
| 2,000 or more | 1,206 | 1,044 | 530 | | | | | | |
| Total | 104,457 | 88,679 | 11,950 | 18,928 | 13,778 | 2,174 | 18.1 | 15.5 | 18.2 |

TABLE 66

Number and Per Cent of Arkansas High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 5,601 | 5,262 | 1,650 | 1,151 | 1,623 | 570 | 20.5 | 30.8 | 34.5 |
| 100-249 | 40,165 | 32,447 | 11,798 | 9,122 | 8,414 | 1,869 | 22.7 | 25.9 | 15.8 |
| 250-499 | 44,074 | 34,290 | 10,879 | 4,922 | 4,960 | 564 | 11.2 | 14.5 | 5.2 |
| 500-999 | 40,488 | 31,127 | 11,672 | 2,760 | 3,845 | 457 | 6.8 | 12.4 | 3.9 |
| 1,000-1,499 | 6,817 | 4,272 | 1,547 | 25 | 369 | | 0.4 | 8.6 | |
| 1,500-1,999 | 4,647 | 2,773 | 1,995 | 117 | 31 | | 2.5 | 1.1 | |
| 2,000 or more | 2,190 | 1,387 | 1,098 | | 30 | | | 2.2 | |
| Total | 143,982 | 111,558 | 40,639 | 17,980 | 19,272 | 3,460 | 12.4 | 17.3 | 8.5 |

TABLE 67

Number and Per Cent of Arkansas High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 33 | 26 | 4,936 | | 13 | 1,265 | | 50.0 | 25.6 |
| 100-249 | 96 | 736 | 30,330 | 12 | 38 | 5,610 | 12.5 | 5.2 | 18.5 |
| 250-499 | 239 | 642 | 23,141 | 8 | 22 | 3,152 | 3.3 | 3.4 | 13.6 |
| 500-999 | 399 | 879 | 22,360 | 93 | 56 | 1,531 | 23.3 | 6.4 | 6.8 |
| 1,000-1,499 | 280 | 595 | 2,885 | | | | | | |
| 1,500-1,999 | 329 | 289 | 2,436 | 110 | | 30 | 33.4 | | 1.2 |
| 2,000 or more | 23 | 203 | 846 | | 38 | | | 18.7 | |
| Total | 1,399 | 3,370 | 86,934 | 223 | 167 | 11,588 | 15.9 | 5.0 | 13.3 |

* includes distributive education, trades and industries, and diversified occupations.

TABLE 68

Number and Per Cent of Arkansas High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 780 | 998 | 223 | 35 | 135 | 66 | 4.5 | 13.5 | 29.6 |
| 100-249 | 8,241 | 10,471 | 3,752 | 41 | 448 | 382 | 0.5 | 4.3 | 10.2 |
| 250-499 | 7,852 | 10,022 | 7,182 | | | 341 | | | 4.7 |
| 500-999 | 3,441 | 7,401 | 9,348 | | 69 | 241 | | 0.9 | 2.6 |
| 1,000-1,499 | | 766 | 1,336 | | | | | | |
| 1,500-1,999 | | 748 | 644 | | | | | | |
| 2,000 or more | | 433 | 320 | | | | | | |
| Total | 20,314 | 30,839 | 22,805 | 76 | 652 | 1,030 | 0.4 | 2.1 | 4.5 |

TABLE 69

Per Cent of Classes in Arkansas High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 1,824 | 28.8 | 28.9 | 20.3 | 14.2 | 4.5 | 2.2 | 0.7 | 0.4 |
| 100-249 | 8,549 | 10.2 | 14.5 | 18.1 | 19.4 | 15.4 | 10.8 | 6.3 | 5.3 |
| 250-499 | 7,898 | 5.1 | 9.2 | 14.2 | 18.8 | 23.4 | 16.3 | 7.0 | 6.0 |
| 500-999 | 6,816 | 2.9 | 5.7 | 10.9 | 16.4 | 28.0 | 22.6 | 7.6 | 5.9 |
| 1,000-1,499 | 1,023 | 3.1 | 6.6 | 11.0 | 18.2 | 29.5 | 17.9 | 7.8 | 5.9 |
| 1,500-1,999 | 703 | 2.9 | 4.8 | 10.8 | 16.2 | 38.0 | 17.7 | 2.1 | 7.5 |
| 2,000 or more | 344 | 7.0 | 5.2 | 8.7 | 18.0 | 28.0 | 22.6 | 3.5 | 7.0 |
| Total | 27,157 | 7.6 | 11.1 | 14.7 | 18.0 | 21.5 | 15.4 | 6.3 | 5.4 |

## TABLE 70

Per Cent of Classes in Arkansas High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 5,471 | 3.0 | 6.0 | 12.7 | 20.5 | 27.5 | 20.4 | 7.0 | 2.9 |
| Mathematics | 4,084 | 5.9 | 7.9 | 11.9 | 18.5 | 26.4 | 19.5 | 6.8 | 3.1 |
| Science | 3,413 | 4.4 | 7.4 | 11.7 | 19.9 | 27.6 | 18.2 | 6.9 | 3.9 |
| Social Studies | 4,142 | 2.8 | 6.6 | 11.1 | 18.9 | 26.7 | 21.0 | 8.8 | 4.1 |
| Foreign Languages | 583 | 14.5 | 16.3 | 16.1 | 23.5 | 19.0 | 7.2 | 2.4 | 1.0 |
| Physical Education | 2,862 | 3.9 | 8.1 | 13.2 | 14.6 | 14.6 | 12.1 | 10.3 | 23.2 |
| Music | 817 | 13.6 | 12.6 | 9.8 | 11.1 | 13.8 | 10.4 | 6.6 | 22.1 |
| Art | 65 | 12.3 | 20.0 | 7.7 | 21.5 | 20.0 | 12.3 | 3.1 | 3.1 |
| Business Education | 2,138 | 18.2 | 20.0 | 22.1 | 15.0 | 13.1 | 8.1 | 2.8 | 0.7 |
| Home Economics | 1,811 | 19.3 | 25.3 | 26.6 | 16.4 | 7.7 | 2.9 | 1.3 | 0.5 |
| Agriculture | 1,261 | 20.9 | 30.4 | 25.2 | 14.2 | 5.2 | 2.8 | 1.1 | 0.2 |
| Industrial Arts | 309 | 12.3 | 21.7 | 27.8 | 19.1 | 12.0 | 5.1 | 1.0 | 1.0 |
| Vocational | 201 | 21.4 | 27.4 | 23.4 | 11.9 | 10.0 | 5.9 | | |
| Total | 27,157 | 7.6 | 11.1 | 14.7 | 18.0 | 21.5 | 15.4 | 6.3 | 5.4 |

## TABLE 71

Per Cent of Teachers with a Master's Degree or Above in Arkansas High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of teachers with Master's Degree or above in schools with following per pupil expenditure range: $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | | 2.9 | 9.3 | 11.1 | 13.3 | 8.2 | 6.7 | 7.5 | | 27.3 |
| 100-249 | 8.1 | 14.8 | 14.2 | 18.5 | 24.7 | 12.9 | 13.0 | 15.8 | 13.0 | |
| 250-499 | 13.6 | 19.3 | 21.1 | 20.9 | 13.0 | 27.7 | | | | |
| 500-999 | 16.6 | 24.2 | 28.4 | 26.1 | 20.0 | 38.2 | | | | |
| 1,000-1,499 | | 29.7 | 43.0 | | | | | | | |
| 1,500-1,999 | | 22.1 | 54.9 | | | | | | | |
| 2,000 or more | | 48.2 | | | | | | | | |
| Total | 13.3 | 20.9 | 24.7 | 19.6 | 18.4 | 26.5 | 10.5 | 26.1 | 12.5 | 27.3 |

## TABLE 72

### Per Cent of Teachers with Less than a Bachelor's Degree in Arkansas High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

| School size (Pupils enrolled) | Per cent of teachers with less than a Bachelor's Degree in schools with following per pupil expenditure range: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $100-$149 | $150-$199 | $200-$249 | $250-$299 | $300-$349 | $350-$399 | $400-$449 | $450-$499 | $500-$549 | $550 or more |
| 99 or fewer | 16.7 | 29.4 | 25.9 | 9.5 | 14.4 | 12.2 | 13.3 | | | |
| 100-249 | 13.9 | 10.6 | 10.4 | 6.5 | 3.4 | 5.0 | 4.3 | 5.3 | 4.3 | |
| 250-499 | 5.7 | 6.2 | 3.4 | 6.6 | 13.0 | | | | | |
| 500-999 | 2.8 | 2.2 | 1.4 | 1.8 | 2.5 | 2.2 | | | | |
| 1,000-1,499 | | 4.4 | .7 | | | | | | | |
| 1,500-1,999 | | 1.5 | 1.1 | | | | | | | |
| 2,000 or more | | 1.2 | | | | | | | | |
| Total | 6.6 | 6.1 | 5.8 | 5.9 | 7.9 | 3.4 | 7.9 | 4.3 | 8.3 | |

## TABLE 73

### Number and Per Cent of Florida High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 16 | 7.1 | | | | | | | 16 | 4.8 |
| 100-249 | 60 | 26.7 | | | | | | | 60 | 18.0 |
| 250-499 | 64 | 28.5 | | | 3 | 11.1 | 9 | 11.5 | 76 | 22.7 |
| 500-999 | 49 | 21.7 | 2 | 50.0 | 12 | 44.5 | 11 | 14.1 | 74 | 22.1 |
| 1,000-1,499 | 20 | 8.9 | | | 8 | 29.6 | 16 | 20.5 | 44 | 13.2 |
| 1,500-1,999 | 7 | 3.1 | 1 | 25.0 | 1 | 3.7 | 20 | 25.6 | 29 | 8.7 |
| 2,000 or more | 9 | 4.0 | 1 | 25.0 | 3 | 11.1 | 22 | 28.3 | 35 | 10.5 |
| Total | 225 | 100.0 | 4 | 100.0 | 27 | 100.0 | 78 | 100.0 | 334 | 100.0 |

## TABLE 74

### Pupil Enrollment in Florida High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 1,107 | | | | 1,107 |
| 100-249 | 11,295 | | | | 11,295 |
| 250-499 | 23,228 | | 1,324 | 3,432 | 27,984 |
| 500-999 | 34,290 | 1,565 | 8,855 | 7,962 | 52,672 |
| 1,000-1,499 | 24,565 | | 10,212 | 19,848 | 54,625 |
| 1,500-1,999 | 11,953 | 1,711 | 1,941 | 35,624 | 51,229 |
| 2,000 or more | 21,064 | 2,803 | 8,082 | 41,028 | 72,977 |
| Total | 127,502 | 6,079 | 30,414 | 107,894 | 271,889 |

## TABLE 75

### College Training of Florida High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 144 | 18 | 12.5 | 118 | 81.9 | 8 | 5.6 | 15 | 2 | 13.3 | 13 | 86.7 |
| 100-249 | 1,011 | 152 | 15.0 | 826 | 81.7 | 33 | 3.3 | 59 | 1 | 1.7 | 58 | 98.3 |
| 250-499 | 1,780 | 338 | 19.0 | 1,407 | 79.0 | 35 | 2.0 | 74 | 69 | 93.2 | 5 | 6.8 |
| 500-999 | 2,267 | 568 | 25.0 | 1,664 | 73.4 | 35 | 1.6 | 69 | 59 | 85.5 | 10 | 14.5 |
| 1,000-1,499 | 2,037 | 599 | 29.4 | 1,408 | 69.1 | 30 | 1.5 | 44 | 37 | 84.1 | 7 | 15.9 |
| 1,500-1,999 | 1,992 | 718 | 36.0 | 1,262 | 63.4 | 12 | 0.6 | 28 | 23 | 82.1 | 5 | 17.9 |
| 2,000 or more | 3,284 | 1,158 | 35.3 | 2,088 | 63.6 | 38 | 1.1 | 35 | 25 | 71.4 | 10 | 28.6 |
| Total | 12,515 | 3,551 | 28.4 | 8,773 | 70.1 | 191 | 1.5 | 324 | 216 | 66.7 | 108 | 33.3 |

TABLE 76

College Training of Florida High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 3 | 2 | 66.7 | 1 | 33.3 | | | | | | | |
| 100-249 | 51 | 14 | 27.4 | 36 | 70.6 | 1 | 2.0 | 26 | 11 | 42.3 | 15 | 57.7 |
| 250-499 | 68 | 27 | 39.7 | 39 | 57.4 | 2 | 2.9 | 42 | 27 | 64.3 | 15 | 35.7 |
| 500-999 | 76 | 33 | 43.4 | 42 | 55.3 | 1 | 1.3 | 74 | 54 | 73.0 | 20 | 27.0 |
| 1,000-1,499 | 60 | 35 | 58.3 | 25 | 41.7 | | | 66 | 55 | 83.3 | 11 | 16.7 |
| 1,500-1,999 | 57 | 26 | 45.6 | 30 | 52.6 | 1 | 1.8 | 57 | 44 | 77.2 | 13 | 22.8 |
| 2,000 or more | 76 | 44 | 57.9 | 30 | 39.5 | 2 | 2.6 | 133 | 109 | 82.0 | 24 | 18.0 |
| Total | 391 | 181 | 46.3 | 203 | 51.9 | 7 | 1.8 | 398 | 300 | 75.4 | 98 | 24.6 |

TABLE 77

Number and Per Cent of Florida High School Teachers Holding Degrees from Florida Colleges, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from Florida colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 144 | 104 | 72.2 |
| 100-249 | 1,011 | 555 | 54.9 |
| 250-499 | 1,780 | 888 | 49.9 |
| 500-999 | 2,267 | 1,019 | 44.9 |
| 1,000-1,499 | 2,037 | 749 | 36.8 |
| 1,500-1,999 | 1,992 | 749 | 37.6 |
| 2,000 or more | 3,284 | 1,178 | 35.9 |
| Total | 12,515 | 5,242 | 41.9 |

TABLE 78

Sex of Florida High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 144 | 41 | 28.5 | 103 | 71.5 | 15 | 12 | 80.0 | 3 | 20.0 |
| 100-249 | 1,011 | 287 | 28.4 | 724 | 71.6 | 59 | 57 | 96.6 | 2 | 3.4 |
| 250-499 | 1,780 | 667 | 37.5 | 1,113 | 62.5 | 74 | 72 | 97.3 | 2 | 2.7 |
| 500-999 | 2,267 | 1,043 | 46.0 | 1,224 | 54.0 | 69 | 68 | 98.6 | 1 | 1.4 |
| 1,000-1,499 | 2,037 | 1,027 | 50.4 | 1,010 | 49.6 | 44 | 42 | 95.4 | 2 | 4.6 |
| 1,500-1,999 | 1,992 | 962 | 48.3 | 1,030 | 51.7 | 28 | 27 | 96.4 | 1 | 3.6 |
| 2,000 or more | 3,284 | 1,576 | 48.0 | 1,708 | 52.0 | 35 | 35 | 100.0 | | |
| Total | 12,515 | 5,603 | 44.8 | 6,912 | 55.2 | 324 | 313 | 96.6 | 11 | 3.4 |

## TABLE 79

### Annual Salaries of Florida High School Teachers by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 144 | 6.3 | 2.1 | 6.2 | 14.6 | 18.8 | 18.0 | 21.5 | 8.3 | 3.5 | 0.7 | | |
| 100-249 | 1,011 | 6.8 | 1.7 | 2.1 | 17.0 | 16.5 | 16.1 | 22.9 | 10.5 | 3.2 | 1.8 | 1.3 | 0.1 |
| 250-499 | 1,780 | 4.4 | 1.1 | 1.7 | 10.0 | 15.6 | 17.9 | 24.4 | 13.3 | 7.2 | 2.9 | 1.1 | 0.4 |
| 500-999 | 2,267 | 4.6 | 1.0 | 1.2 | 8.1 | 18.8 | 14.6 | 18.3 | 13.7 | 10.8 | 4.8 | 2.5 | 1.6 |
| 1,000-1,499 | 2,037 | 3.5 | 1.2 | 0.8 | 6.7 | 14.8 | 14.2 | 15.3 | 14.1 | 11.2 | 8.4 | 3.9 | 5.9 |
| 1,500-1,999 | 1,992 | 5.5 | 0.8 | 1.2 | 7.9 | 15.3 | 15.1 | 14.0 | 12.6 | 13.8 | 8.1 | 2.8 | 2.9 |
| 2,000 or more | 3,284 | 4.4 | 1.1 | 1.0 | 5.4 | 10.0 | 14.2 | 12.2 | 12.8 | 10.2 | 9.6 | 5.8 | 13.3 |
| Total | 12,515 | 4.7 | 1.1 | 1.3 | 8.2 | 14.6 | 15.1 | 16.8 | 13.0 | 10.0 | 6.6 | 3.3 | 5.3 |

## TABLE 80

### Annual Salaries of Florida High School Principals by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 15 | | | | 6.7 | 13.3 | 20.0 | 20.0 | 26.6 | 6.7 | 6.7 | | | | |
| 100-249 | 59 | | | 1.7 | | 5.1 | 11.9 | 15.3 | 22.0 | 25.4 | 16.9 | 1.7 | | | |
| 250-499 | 74 | 1.3 | | | | 9.4 | 6.8 | 18.9 | 23.0 | 8.1 | 20.3 | 5.4 | 6.8 | | |
| 500-999 | 69 | 1.4 | | 1.4 | | 1.4 | 2.9 | 8.8 | 17.4 | 10.2 | 24.6 | 8.7 | 23.2 | | |
| 1,000-1,499 | 44 | 2.3 | | | | | 2.3 | | 9.1 | 15.9 | 13.6 | 6.8 | 50.0 | | |
| 1,500-1,999 | 28 | | | | | | 3.6 | 7.1 | 17.9 | 7.1 | 7.1 | 10.7 | 46.5 | | |
| 2,000 or more | 35 | | | | | | | | 8.6 | 8.6 | | | 82.8 | | |
| Total | 324 | 0.9 | | 0.6 | 0.3 | 1.5 | 5.6 | 6.5 | 12.1 | 17.6 | 11.1 | 12.7 | 4.9 | 26.2 | |

## TABLE 81

### Percentage Distribution of Florida Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 16 | 68.7 | 25.0 | 6.3 | | | | | | | | | | | |
| 100-249 | 60 | 5.0 | 20.0 | 50.0 | 20.0 | 5.0 | | | | | | | | | |
| 250-499 | 64 | 1.6 | 1.6 | 20.3 | 32.8 | 34.3 | 7.8 | 1.6 | | | | | | | |
| 500-999 | 49 | | | | 2.0 | 22.4 | 36.8 | 26.6 | 2.0 | 4.1 | 4.1 | 2.0 | | | |
| 1,000-1,499 | 20 | | | | | | 10.0 | 15.0 | 20.0 | 20.0 | 10.0 | 15.0 | 5.0 | 5.0 | |
| 1,500-1,999 | 7 | | | | | | | | | 42.8 | 14.3 | | 28.6 | 14.3 | |
| 2,000 or more | 9 | | | | | | | | | 22.2 | | 33.4 | 22.2 | 11.1 | 11.1 |
| Total | 225 | 6.7 | 7.6 | 19.6 | 15.1 | 16.0 | 11.1 | 7.6 | 2.2 | 4.9 | 2.2 | 3.1 | 2.2 | 1.3 | 0.4 |

TABLE 82

Percentage Distribution of Florida Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | | | | | | | | | | | | | | | |
| 500-999 | 2 | | | | | | | 100.0 | | | | | | | |
| 1,000-1,499 | | | | | | | | | | | | | | | |
| 1,500-1,999 | 1 | | | | | | | | | | 100.0 | | | | |
| 2,000 or more | 1 | | | | | | | | | | | | | | 100.0 |
| Total | 4 | | | | | | | 50.0 | | | 25.0 | | | | 25.0 |

TABLE 83

Percentage Distribution of Florida Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 3 | | | | | 33.3 | | 66.7 | | | | | | | |
| 500-999 | 12 | | | | | 16.7 | | 50.0 | 8.3 | 8.3 | 16.7 | | | | |
| 1,000-1,499 | 8 | | | | | | | | 12.5 | | 25.0 | 37.5 | | | 25.0 |
| 1,500-1,999 | 1 | | | | | | | | | | | | | 100.0 | |
| 2,000 or more | 3 | | | | | | | | | | | 33.3 | | 33.3 | 33.4 |
| Total | 27 | | | | | 11.1 | | 29.7 | 7.4 | 3.7 | 14.8 | 14.8 | | 7.4 | 11.1 |

TABLE 84

Percentage Distribution of Florida Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 9 | 11.1 | | | | 11.1 | 44.5 | 11.1 | 22.2 | | | | | | |
| 500-999 | 11 | | | | | | | 45.4 | 9.1 | 9.1 | | 18.2 | 18.2 | | |
| 1,000-1,499 | 16 | | | | | | | | | 12.5 | 18.7 | 12.5 | 6.3 | 18.7 | 31.3 |
| 1,500-1,999 | 20 | | | | | | | | | | 5.0 | 5.0 | 15.0 | 20.0 | 55.0 |
| 2,000 or more | 22 | | | | | | | | | | | | | 4.8 | 95.2 |
| Total | 78 | 1.3 | | | | 1.3 | 5.1 | 7.7 | 3.8 | 3.8 | 5.1 | 6.4 | 7.7 | 10.3 | 47.5 |

## TABLE 85

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | | 50.0 | 18.8 | 31.2 | | | | | | | | | | | | |
| 100-249 | 60 | | | 6.7 | 10.0 | 58.2 | 16.7 | 6.7 | 1.7 | | | | | | | | | |
| 250-499 | 76 | | | 2.6 | 7.9 | 50.0 | 23.7 | 5.3 | 6.6 | 2.6 | | | | 1.3 | | | | |
| 500-999 | 74 | | | | | 23.4 | 28.8 | 15.0 | 12.3 | 5.5 | 2.7 | 4.1 | 1.4 | 2.7 | 2.7 | 1.4 | | |
| 1,000-1,499 | 44 | | | | | 2.3 | 15.9 | 6.8 | 9.1 | 15.9 | 9.1 | 9.1 | 2.3 | 6.8 | 9.1 | 2.3 | 6.8 | 4.5 |
| 1,500-1,999 | 29 | | | | | 3.4 | | 3.4 | 3.4 | 13.8 | 6.9 | 6.9 | 13.8 | 10.5 | 6.9 | 3.4 | 13.8 | 13.8 |
| 2,000 or more | 35 | | | | | | | 5.7 | | 5.7 | 5.7 | 5.7 | | 11.4 | 5.7 | 2.9 | 8.6 | 48.6 |
| Total | 334 | | | 4.2 | 4.5 | 29.2 | 16.8 | 7.5 | 6.0 | 5.7 | 3.0 | 3.3 | 1.8 | 3.9 | 3.0 | 1.2 | 3.0 | 6.9 |

## TABLE 86

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 60 | 68.3 | 21.7 | 8.3 | 1.7 | | | | | | | | | | | | | |
| 250-499 | 76 | 42.1 | 18.4 | 25.0 | 5.3 | 6.6 | 1.3 | 1.3 | | | | | | | | | | |
| 500-999 | 74 | 10.8 | 14.9 | 35.0 | 10.8 | 17.6 | 2.7 | 4.1 | 1.4 | | 2.7 | | | | | | | |
| 1,000-1,499 | 44 | 2.3 | | 15.9 | 6.8 | 20.4 | 11.4 | 6.8 | 9.1 | 13.6 | 2.3 | 4.5 | 2.3 | 2.3 | | | 2.3 | |
| 1,500-1,999 | 29 | | | 3.4 | 3.4 | 6.9 | 3.4 | 3.4 | 17.3 | 10.4 | 10.4 | 13.9 | 17.3 | 3.4 | 3.4 | 3.4 | | |
| 2,000 or more | 35 | | | | | 5.7 | 2.9 | 2.9 | 5.7 | 22.8 | 2.9 | 17.0 | 5.7 | 14.3 | 2.9 | 11.4 | 2.9 | 2.9 |
| Total | 334 | 29.2 | 11.4 | 17.4 | 5.1 | 9.3 | 3.0 | 2.7 | 3.6 | 5.1 | 2.1 | 3.6 | 2.4 | 2.1 | 0.6 | 1.5 | 0.6 | 0.3 |

## TABLE 87

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | 6.2 | 56.3 | 12.5 | 25.0 | | | | | | | | | | | | |
| 100-249 | 60 | | 8.3 | 21.7 | 43.4 | 15.0 | 8.3 | 3.3 | | | | | | | | | | |
| 250-499 | 76 | 2.6 | 1.3 | 5.3 | 42.1 | 27.7 | 10.5 | 9.2 | 1.3 | | | | | | | | | |
| 500-999 | 74 | 1.4 | 1.4 | | 13.5 | 22.9 | 31.0 | 20.2 | 4.1 | 4.1 | 1.4 | | | | | | | |
| 1,000-1,499 | 44 | | | | | | 15.9 | 15.9 | 36.4 | 18.2 | 6.8 | 2.3 | 4.5 | | | | | |
| 1,500-1,999 | 29 | | | | | 10.3 | 20.8 | 13.8 | 24.2 | 6.9 | 6.9 | 3.4 | 10.3 | 3.4 | | | | |
| 2,000 or more | 35 | | | | | 2.9 | 11.4 | 11.4 | 11.4 | 19.9 | 2.9 | 14.3 | 14.3 | 8.6 | | 2.9 | | |
| Total | 334 | 0.9 | 2.4 | 7.8 | 21.0 | 16.4 | 15.8 | 11.7 | 9.3 | 6.0 | 2.1 | 2.1 | 3.0 | 1.2 | | 0.3 | | |

TABLE 88

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | 25.0 | 37.5 | 25.0 | 12.5 | | | | | | | | | | | | |
| 100-249 | 60 | | 1.7 | 8.3 | 40.0 | 40.0 | 8.3 | 1.7 | | | | | | | | | | |
| 250-499 | 76 | | 1.3 | 2.6 | 18.4 | 47.4 | 21.1 | 6.6 | | 1.3 | 1.3 | | | | | | | |
| 500-999 | 74 | | 1.4 | | 12.2 | 40.4 | 20.2 | 10.8 | 5.4 | 6.8 | 1.4 | | | 1.4 | | | | |
| 1,000-1,499 | 44 | | | | | 9.1 | 22.7 | 34.1 | 15.9 | 9.1 | 4.5 | 2.3 | 2.3 | | | | | |
| 1,500-1,999 | 29 | | | | | 24.2 | 10.3 | 27.8 | 10.3 | 3.4 | 10.3 | 10.3 | 3.4 | | | | | |
| 2,000 or more | 35 | | | | | 11.4 | 17.1 | 14.3 | 20.0 | 11.4 | 11.4 | 5.7 | 2.9 | | 2.9 | 2.9 | | |
| Total | 334 | | 2.1 | 3.9 | 15.3 | 32.0 | 16.4 | 12.6 | 6.3 | 4.5 | 3.3 | 1.8 | 0.9 | 0.3 | 0.3 | 0.3 | | |

TABLE 89

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | 12.5 | 56.3 | 18.7 | 12.5 | | | | | | | | | | | | |
| 100-249 | 60 | | 5.0 | 11.7 | 30.0 | 28.3 | 20.0 | 5.0 | | | | | | | | | | |
| 250-499 | 76 | | 1.3 | 3.9 | 13.2 | 25.0 | 19.8 | 27.6 | 7.9 | 1.3 | | | | | | | | |
| 500-999 | 74 | | 1.4 | | 5.4 | 6.8 | 18.9 | 21.6 | 25.6 | 5.4 | 9.5 | 2.7 | | 2.7 | | | | |
| 1,000-1,499 | 44 | | | | | | 2.3 | 11.4 | 22.7 | 15.9 | 34.1 | 2.3 | 4.5 | 6.8 | | | | |
| 1,500-1,999 | 29 | | | | | | | 6.9 | 3.4 | 27.7 | 24.1 | 3.4 | 13.8 | 13.8 | 6.9 | | | |
| 2,000 or more | 35 | | | | | | | 5.7 | 5.7 | 17.1 | 11.4 | 20.0 | | 22.9 | 2.9 | | 11.4 | 2.9 |
| Total | 334 | | 2.1 | 5.7 | 10.5 | 12.8 | 12.6 | 14.6 | 11.4 | 7.8 | 9.9 | 3.3 | 1.8 | 5.1 | 0.9 | | 1.2 | 0.3 |

TABLE 90

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 75.0 | 6.2 | 6.3 | 12.5 | | | | | | | | | | | | | |
| 100-249 | 60 | 35.0 | | 6.7 | 33.3 | 23.3 | 1.7 | | | | | | | | | | | |
| 250-499 | 76 | 39.5 | 1.3 | 2.6 | 27.7 | 28.9 | | | | | | | | | | | | |
| 500-999 | 74 | 33.7 | 4.1 | 4.1 | 32.3 | 23.0 | 1.4 | 1.4 | | | | | | | | | | |
| 1,000-1,499 | 44 | 45.4 | | 6.8 | 25.0 | 20.5 | 2.3 | | | | | | | | | | | |
| 1,500-1,999 | 29 | 65.5 | 6.9 | 6.9 | 13.8 | 6.9 | | | | | | | | | | | | |
| 2,000 or more | 35 | 60.0 | 2.9 | 14.3 | 22.8 | | | | | | | | | | | | | |
| Total | 334 | 44.3 | 2.4 | 6.0 | 26.9 | 19.2 | 0.9 | 0.3 | | | | | | | | | | |

TABLE 91

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 50.0 | 12.5 | 18.7 | 18.8 | | | | | | | | | | | | | |
| 100-249 | 60 | 6.7 | 10.0 | 28.3 | 35.0 | 15.0 | 5.0 | | | | | | | | | | | |
| 250-499 | 76 | 1.3 | 10.5 | 17.1 | 27.7 | 26.3 | 6.6 | 5.3 | 2.6 | 1.3 | | 1.3 | | | | | | |
| 500-999 | 74 | 1.4 | 4.1 | 4.1 | 14.9 | 17.5 | 16.2 | 18.8 | 14.9 | | 2.7 | | 5.4 | | | | | |
| 1,000-1,499 | 44 | | | | 2.3 | 4.5 | 11.4 | 9.1 | 25.0 | 13.6 | 13.6 | 9.1 | 6.8 | 2.3 | 2.3 | | | |
| 1,500-1,999 | 29 | | | | | | 3.4 | 13.8 | 3.4 | 20.8 | 6.9 | 6.9 | 20.7 | 13.8 | 3.4 | 6.9 | | |
| 2,000 or more | 35 | | | | | | | 8.6 | 5.7 | 8.6 | 11.4 | 17.0 | 14.3 | 8.6 | 2.9 | 8.6 | 5.7 | 8.6 |
| Total | 334 | 4.2 | 5.7 | 10.8 | 17.0 | 13.1 | 7.8 | 8.7 | 8.1 | 4.8 | 4.2 | 3.9 | 5.4 | 2.4 | 0.9 | 1.5 | 0.6 | 0.9 |

TABLE 92

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 12.5 | 43.8 | 25.0 | 12.5 | 6.2 | | | | | | | | | | | | |
| 100-249 | 60 | 3.3 | 8.3 | 30.0 | 28.4 | 26.7 | 3.3 | | | | | | | | | | | |
| 250-499 | 76 | 3.9 | 2.6 | 19.7 | 57.9 | 13.3 | 2.6 | | | | | | | | | | | |
| 500-999 | 74 | 2.7 | 1.4 | 17.6 | 40.4 | 32.4 | 2.7 | 1.4 | | | | 1.4 | | | | | | |
| 1,000-1,499 | 44 | | | 25.0 | 45.4 | 25.0 | 2.3 | | 2.3 | | | | | | | | | |
| 1,500-1,999 | 29 | | | 17.2 | 27.7 | 41.4 | 10.3 | 3.4 | | | | | | | | | | |
| 2,000 or more | 35 | | 2.9 | 14.3 | 34.2 | 25.7 | 5.7 | 14.3 | 2.9 | | | | | | | | | |
| Total | 334 | 2.7 | 4.8 | 21.3 | 39.7 | 24.9 | 3.6 | 2.1 | 0.6 | | | 0.3 | | | | | | |

TABLE 93

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 75.0 | 25.0 | | | | | | | | | | | | | | | |
| 100-249 | 60 | 81.7 | 5.0 | 5.0 | 6.7 | 1.6 | | | | | | | | | | | | |
| 250-499 | 76 | 53.9 | 7.9 | 18.4 | 11.9 | 7.9 | | | | | | | | | | | | |
| 500-999 | 74 | 28.4 | 14.9 | 21.6 | 17.6 | 9.4 | 6.8 | 1.3 | | | | | | | | | | |
| 1,000-1,499 | 44 | 11.4 | 11.4 | 11.4 | 34.1 | 4.5 | 20.4 | 6.8 | | | | | | | | | | |
| 1,500-1,999 | 29 | 3.4 | | 6.9 | 6.9 | 20.7 | 13.8 | 24.1 | 6.9 | 6.9 | 3.4 | 3.5 | 3.5 | | | | | |
| 2,000 or more | 35 | | 2.8 | 2.8 | 14.3 | 2.8 | 14.3 | 20.0 | 11.4 | 8.6 | 5.8 | | 5.8 | 2.8 | 8.6 | | | |
| Total | 334 | 38.6 | 9.0 | 12.2 | 14.4 | 6.9 | 6.9 | 5.4 | 1.8 | 1.5 | 0.9 | 0.3 | 0.9 | 0.3 | 0.9 | | | |

TABLE 94

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 60 | 100.0 | | | | | | | | | | | | | | | | |
| 250-499 | 76 | 92.1 | 2.7 | | 1.3 | | | | | | | | 1.3 | | | | | 2.6 |
| 500-999 | 74 | 75.7 | 6.8 | 4.1 | 2.7 | 1.4 | 2.7 | | 1.3 | 1.3 | | | 1.3 | | | | | 2.7 |
| 1,000-1,499 | 44 | 68.2 | 2.3 | 6.9 | 4.5 | | 4.5 | 4.5 | 4.5 | 2.3 | | 2.3 | | | | | | |
| 1,500-1,999 | 29 | 75.9 | 6.9 | 6.9 | | 3.4 | | | | | | | | | | | | 6.9 |
| 2,000 or more | 35 | 77.0 | 2.8 | 5.7 | 2.9 | 2.9 | 2.9 | | 2.9 | 2.9 | | | | | | | | |
| Total | 334 | 84.1 | 3.3 | 3.0 | 1.8 | 0.9 | 1.5 | 0.6 | 1.2 | 0.9 | | 0.3 | 0.6 | | | | | 1.8 |

TABLE 95

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 60 | 96.6 | 1.7 | 1.7 | | | | | | | | | | | | | | |
| 250-499 | 76 | 89.3 | 8.0 | 2.7 | | | | | | | | | | | | | | |
| 500-999 | 74 | 56.2 | 20.5 | 17.8 | 5.5 | | | | | | | | | | | | | |
| 1,000-1,499 | 44 | 22.7 | 11.4 | 29.6 | 15.9 | 15.9 | 4.5 | | | | | | | | | | | |
| 1,500-1,999 | 29 | 3.4 | 17.2 | 24.1 | 34.6 | 20.7 | | | | | | | | | | | | |
| 2,000 or more | 35 | 5.7 | 2.9 | 20.0 | 34.2 | 25.7 | 8.6 | | 2.9 | | | | | | | | | |
| Total | 334 | 58.8 | 9.9 | 13.0 | 9.9 | 6.6 | 1.5 | | 0.3 | | | | | | | | | |

TABLE 96

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 62.4 | 18.8 | 18.8 | | | | | | | | | | | | | | |
| 100-249 | 60 | 21.7 | 41.6 | 20.0 | 15.0 | 1.7 | | | | | | | | | | | | |
| 250-499 | 76 | 17.3 | 17.3 | 38.8 | 14.7 | 9.3 | 1.3 | | 1.3 | | | | | | | | | |
| 500-999 | 74 | 2.7 | 15.1 | 39.7 | 23.3 | 8.2 | 9.6 | 1.4 | | | | | | | | | | |
| 1,000-1,499 | 44 | | 2.3 | 13.6 | 27.4 | 13.6 | 13.6 | 13.6 | 4.5 | 6.8 | 2.3 | 2.3 | | | | | | |
| 1,500-1,999 | 29 | | 3.4 | | 10.3 | 17.3 | 27.7 | 13.8 | 13.8 | 10.3 | 3.4 | | | | | | | |
| 2,000 or more | 35 | | | 2.9 | | 22.9 | 14.3 | 22.9 | 14.3 | 17.0 | 5.7 | | | | | | | |
| Total | 334 | 11.4 | 16.3 | 24.2 | 15.7 | 9.9 | 8.1 | 5.7 | 3.6 | 3.6 | 1.2 | 0.3 | | | | | | |

TABLE 97

Number and Per Cent of Florida High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 831 | 0.4 |
| 21-25 | 1,506 | 0.7 |
| 26-30 | 5,695 | 2.6 |
| 31-35 | 6,089 | 2.8 |
| 36-40 | 11,363 | 5.2 |
| 41-45 | 11,003 | 5.1 |
| 46-50 | 18,389 | 8.4 |
| 51-55 | 7,393 | 3.4 |
| 56-60 | 13,358 | 6.1 |
| 61-65 | 14,856 | 6.8 |
| 66-70 | 19,222 | 8.8 |
| 71-75 | 13,473 | 6.2 |
| 76-80 | 19,934 | 9.2 |
| 81-85 | 14,373 | 6.6 |
| 86-90 | 16,799 | 7.7 |
| 91-95 | 13,505 | 6.2 |
| 96-100 | 10,435 | 4.8 |
| 101-134 | 19,602 | 9.0 |
| Total | 217,826 | 100.0 |

TABLE 98

Percentage Distribution of Florida High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Social Studies | | 0.1 | 0.5 | 5.0 | 21.2 | 17.6 | 18.1 | 13.2 | 7.7 | 7.1 | 9.5 |
| Mathematics | | 0.1 | 0.8 | 2.7 | 3.9 | 5.9 | 10.7 | 11.1 | 15.0 | 19.2 | 30.6 |
| Science | 0.1 | 0.6 | 1.3 | 6.4 | 9.0 | 16.7 | 14.9 | 16.7 | 13.2 | 4.2 | 16.9 |
| Foreign Languages | 7.4 | 4.1 | 11.2 | 4.3 | 9.7 | 4.7 | 3.5 | 8.1 | 12.2 | 4.8 | 30.0 |
| Art | 25.4 | 10.0 | 20.8 | 22.3 | 16.6 | 3.9 | | 1.0 | | | |
| Music | 2.3 | 6.1 | 14.0 | 12.4 | 16.0 | 14.2 | 14.4 | 8.0 | 8.9 | 3.2 | 0.5 |
| Home Economics | 0.6 | 1.6 | 19.0 | 38.4 | 28.1 | 5.0 | 5.5 | 1.6 | | | 0.2 |
| Agriculture | 52.4 | 3.7 | 8.2 | 22.0 | 12.8 | 0.6 | 0.3 | | | | |
| Industrial Arts | 13.9 | 6.8 | 9.1 | 17.4 | 8.0 | 14.2 | 12.5 | 4.3 | 4.6 | 2.3 | 6.9 |
| Vocational T and I | 76.1 | 4.3 | 5.4 | 2.3 | 2.2 | 2.5 | 0.7 | 1.8 | 1.5 | 0.6 | 2.6 |
| Business Education | 0.4 | 1.5 | 2.8 | 6.0 | 5.8 | 6.4 | 9.3 | 10.8 | 10.0 | 8.8 | 38.2 |

TABLE 99

Number and Per Cent of Florida High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 862 | 999 | | 364 | 306 | | 42.2 | 30.6 | |
| 100-249 | 8,646 | 7,836 | 601 | 1,291 | 1,324 | 363 | 14.9 | 16.9 | 60.4 |
| 250-499 | 20,005 | 19,017 | 2,488 | 1,898 | 2,375 | 555 | 9.5 | 12.5 | 22.3 |
| 500-999 | 38,169 | 35,737 | 7,638 | 2,404 | 3,565 | 1,069 | 6.3 | 10.0 | 14.0 |
| 1,000-1,499 | 40,127 | 37,115 | 12,944 | 2,280 | 1,820 | 1,574 | 5.7 | 4.9 | 12.2 |
| 1,500-1,999 | 36,342 | 30,678 | 15,447 | 3,285 | 2,730 | 1,755 | 9.0 | 8.9 | 11.4 |
| 2,000 or more | 62,088 | 30,959 | 29,835 | 4,721 | 4,029 | 2,748 | 7.6 | 13.0 | 9.2 |
| Total | 206,239 | 162,341 | 68,953 | 16,243 | 16,149 | 8,064 | 7.9 | 9.9 | 11.7 |

TABLE 100

Number and Per Cent of Florida High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 907 | 887 | 192 | 233 | 112 | 39 | 25.7 | 12.6 | 20.3 |
| 100-249 | 11,002 | 9,549 | 2,704 | 1,548 | 1,722 | 295 | 14.1 | 18.0 | 10.9 |
| 250-499 | 25,406 | 22,204 | 8,271 | 3,039 | 2,710 | 1,051 | 12.0 | 12.2 | 12.7 |
| 500-999 | 50,908 | 41,044 | 16,253 | 4,909 | 3,942 | 2,037 | 9.6 | 9.6 | 12.5 |
| 1,000-1,499 | 54,402 | 41,910 | 18,281 | 3,150 | 3,674 | 1,223 | 5.8 | 8.8 | 6.7 |
| 1,500-1,999 | 51,947 | 36,016 | 20,757 | 4,452 | 2,945 | 1,969 | 8.6 | 8.2 | 9.5 |
| 2,000 or more | 83,690 | 62,444 | 34,686 | 5,196 | 7,405 | 2,390 | 6.2 | 11.8 | 6.9 |
| Total | 278,262 | 214,054 | 101,144 | 22,527 | 22,510 | 9,004 | 8.1 | 10.5 | 8.9 |

TABLE 101

Number and Per Cent of Florida High School Pupils Taught Industrial Arts, Vocational Subjects, and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 135 | | 712 | 36 | | 302 | 26.7 | | 42.4 |
| 100-249 | 561 | | 8,207 | 117 | | 2,162 | 20.8 | | 26.3 |
| 250-499 | 2,992 | 4,659 | 20,700 | 863 | 540 | 2,167 | 28.8 | 11.6 | 10.5 |
| 500-999 | 6,092 | 5,124 | 36,081 | 1,794 | 860 | 2,088 | 29.4 | 16.8 | 5.8 |
| 1,000-1,499 | 6,599 | 3,038 | 36,378 | 666 | 602 | 2,210 | 10.1 | 19.8 | 6.1 |
| 1,500-1,999 | 6,725 | 2,059 | 35,495 | 863 | 317 | 1,967 | 12.8 | 15.4 | 5.5 |
| 2,000 or more | 12,959 | 2,180 | 58,313 | 1,862 | 773 | 3,150 | 14.4 | 35.4 | 5.4 |
| Total | 36,063 | 17,060 | 193,509 | 6,201 | 3,092 | 14,046 | 17.2 | 18.1 | 7.2 |

TABLE 102

Number and Per Cent of Florida High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 117 | 343 | 399 | 7 | 7 | 245 | 6.0 | 2.0 | 61.4 |
| 100-249 | 2,545 | 3,139 | 3,707 | 189 | 138 | 278 | 7.4 | 4.4 | 7.5 |
| 250-499 | 3,697 | 6,388 | 8,411 | | 145 | 446 | | 2.3 | 5.3 |
| 500-999 | 4,640 | 10,488 | 14,267 | 134 | 319 | 1,150 | 2.9 | 3.0 | 8.1 |
| 1,000-1,499 | 3,352 | 9,315 | 11,302 | 54 | 259 | 264 | 1.6 | 2.8 | 2.3 |
| 1,500-1,999 | 813 | 8,359 | 8,139 | 78 | 294 | 128 | 9.6 | 3.5 | 1.6 |
| 2,000 or more | 1,206 | 11,895 | 13,428 | 32 | 362 | 195 | 2.6 | 3.0 | 1.4 |
| Total | 16,370 | 49,927 | 59,653 | 494 | 1,524 | 2,706 | 3.0 | 3.0 | 4.5 |

TABLE 103

Per Cent of Classes in Florida High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 396 | 37.9 | 26.8 | 18.4 | 8.3 | 6.3 | 1.0 | 0.5 | 0.8 |
| 100-249 | 2,870 | 13.5 | 19.2 | 20.7 | 19.9 | 13.5 | 6.9 | 3.2 | 3.1 |
| 250-499 | 6,020 | 7.9 | 12.7 | 15.2 | 18.8 | 21.3 | 14.2 | 5.3 | 4.6 |
| 500-999 | 10,317 | 6.6 | 8.5 | 12.2 | 15.3 | 25.2 | 19.9 | 6.4 | 5.9 |
| 1,000-1,499 | 10,259 | 4.3 | 5.9 | 10.1 | 16.8 | 28.1 | 22.9 | 6.2 | 5.7 |
| 1,500-1,999 | 9,173 | 3.4 | 4.7 | 9.3 | 15.9 | 29.0 | 25.1 | 6.7 | 5.9 |
| 2,000 or more | 14,968 | 2.4 | 2.9 | 6.9 | 13.9 | 37.5 | 24.1 | 5.5 | 6.8 |
| Total | 54,003 | 5.2 | 7.0 | 10.7 | 15.9 | 28.6 | 21.1 | 5.8 | 5.7 |

TABLE 104

Per Cent of Classes in Florida High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 10,065 | 2.0 | 2.6 | 7.8 | 16.2 | 38.3 | 26.8 | 5.2 | 1.1 |
| Mathematics | 7,444 | 2.3 | 3.2 | 7.0 | 16.3 | 35.7 | 28.4 | 6.2 | 0.9 |
| Science | 6,557 | 1.9 | 3.5 | 7.2 | 15.5 | 35.8 | 28.7 | 5.6 | 1.8 |
| Social Studies | 7,324 | 0.9 | 1.8 | 5.5 | 13.5 | 35.2 | 31.2 | 8.4 | 3.5 |
| Foreign Languages | 2,773 | 4.5 | 6.2 | 14.1 | 20.9 | 33.8 | 17.3 | 2.7 | 0.5 |
| Physical Education | 6,261 | 7.3 | 9.1 | 10.5 | 8.7 | 10.3 | 11.9 | 12.2 | 30.0 |
| Music | 1,983 | 11.9 | 10.6 | 10.1 | 10.3 | 11.0 | 9.9 | 6.8 | 29.4 |
| Art | 718 | 5.7 | 9.5 | 13.5 | 24.1 | 27.8 | 14.6 | 3.8 | 1.0 |
| Business Education | 4,432 | 12.6 | 10.3 | 13.0 | 18.9 | 26.3 | 14.0 | 3.5 | 1.4 |
| Home Economics | 2,522 | 8.1 | 19.2 | 25.7 | 26.5 | 16.0 | 3.8 | 0.4 | 0.3 |
| Agriculture | 1,044 | 20.8 | 32.9 | 25.2 | 13.2 | 5.3 | 1.7 | 0.6 | 0.3 |
| Industrial Arts | 1,704 | 7.6 | 13.6 | 23.2 | 26.8 | 20.6 | 7.3 | 0.8 | 0.1 |
| Vocational | 1,176 | 24.9 | 32.2 | 30.0 | 9.9 | 2.2 | 0.4 | 0.1 | 0.3 |
| Total | 54,003 | 5.2 | 7.0 | 10.7 | 15.9 | 28.5 | 21.1 | 5.8 | 5.8 |

TABLE 105

Number and Per Cent of Florida High School Graduates Entering College

| School size (Pupils enrolled) | Number of high schools | Number of graduates | Graduates entering college | Per cent |
|---|---|---|---|---|
| 99 or fewer | 12 | 79 | 24 | 30.4 |
| 100-249 | 56 | 1,040 | 296 | 28.5 |
| 250-499 | 70 | 2,685 | 917 | 34.2 |
| 500-999 | 65 | 5,175 | 1,941 | 37.5 |
| 1,000-1,499 | 41 | 8,210 | 3,631 | 44.2 |
| 1,500-1,999 | 25 | 8,018 | 4,235 | 52.8 |
| 2,000 or more | 35 | 15,935 | 7,680 | 48.2 |
| Total | 304* | 41,142 | 18,724 | 45.5 |

* Data not available for all high schools.

TABLE 106

Number and Per Cent of Georgia High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 1 | 2.9 | 8 | 3.3 | 5 | 3.9 | | | 14 | 3.4 |
| 100-249 | 6 | 17.6 | 77 | 31.9 | 28 | 22.0 | | | 111 | 26.9 |
| 250-499 | 16 | 47.2 | 71 | 29.5 | 32 | 25.2 | 1 | 10.0 | 120 | 29.1 |
| 500-999 | 8 | 23.5 | 54 | 22.4 | 47 | 37.1 | 3 | 30.0 | 112 | 27.2 |
| 1,000-1,499 | 2 | 5.9 | 21 | 8.7 | 8 | 6.3 | 4 | 40.0 | 35 | 8.5 |
| 1,500-1,999 | | | 5 | 2.1 | 4 | 3.1 | 2 | 20.0 | 11 | 2.7 |
| 2,000 or more | 1 | 2.9 | 5 | 2.1 | 3 | 2.4 | | | 9 | 2.2 |
| Total | 34 | 100.0 | 241 | 100.0 | 127 | 100.0 | 10 | 100.0 | 412 | 100.0 |

TABLE 107

Pupil Enrollment in Georgia High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 65 | 605 | 440 | | 1,110 |
| 100-249 | 1,226 | 13,505 | 5,229 | | 19,960 |
| 250-499 | 6,110 | 25,995 | 11,517 | 321 | 43,943 |
| 500-999 | 5,439 | 35,756 | 32,534 | 2,314 | 76,043 |
| 1,000-1,499 | 2,370 | 25,327 | 9,566 | 4,533 | 41,796 |
| 1,500-1,999 | 2,060 | 8,732 | 6,815 | 3,497 | 21,104 |
| 2,000 or more | | 12,388 | 6,566 | | 18,954 |
| Total | 17,270 | 122,308 | 72,667 | 10,665 | 222,910 |

TABLE 108

College Training of Georgia High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 75 | 10 | 13.3 | 64 | 85.4 | 1 | 1.3 | 14 | 13 | 92.9 | 1 | 7.1 |
| 100-249 | 1,031 | 175 | 17.0 | 836 | 81.1 | 20 | 1.9 | 111 | 103 | 92.8 | 8 | 7.2 |
| 250-499 | 1,868 | 378 | 20.2 | 1,473 | 78.9 | 17 | 0.9 | 120 | 118 | 98.3 | 2 | 1.7 |
| 500-999 | 3,168 | 800 | 25.3 | 2,342 | 73.9 | 26 | 0.8 | 112 | 111 | 99.1 | 1 | 0.9 |
| 1,000-1,499 | 1,764 | 532 | 30.2 | 1,227 | 69.5 | 5 | 0.3 | 35 | 35 | 100.0 | | |
| 1,500-1,999 | 734 | 221 | 30.1 | 511 | 69.6 | 2 | 0.3 | 11 | 10 | 90.9 | 1 | 9.1 |
| 2,000 or more | 808 | 194 | 24.0 | 608 | 75.2 | 6 | 0.8 | 9 | 9 | 100.0 | | |
| Total | 9,448 | 2,310 | 24.5 | 7,061 | 74.7 | 77 | 0.8 | 412 | 399 | 96.8 | 13 | 3.2 |

## TABLE 109

### College Training of Georgia High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 3 | | | 3 | 100.0 | | | 2 | | | 2 | 100.0 |
| 100-249 | 90 | 17 | 18.9 | 71 | 78.9 | 2 | 2.2 | 56 | 22 | 39.3 | 34 | 60.7 |
| 250-499 | 113 | 28 | 24.8 | 82 | 72.6 | 3 | 2.6 | 83 | 42 | 50.1 | 41 | 49.9 |
| 500-999 | 103 | 39 | 37.9 | 63 | 61.1 | 1 | 1.0 | 107 | 71 | 66.4 | 36 | 33.6 |
| 1,000-1,499 | 40 | 25 | 62.5 | 15 | 37.5 | | | 61 | 45 | 73.8 | 16 | 26.2 |
| 1,500-1,999 | 12 | 8 | 66.7 | 4 | 33.3 | | | 26 | 23 | 88.5 | 3 | 11.5 |
| 2,000 or more | 7 | 5 | 71.4 | 2 | 28.6 | | | 13 | 9 | 69.2 | 4 | 30.8 |
| Total | 368 | 122 | 33.2 | 240 | 65.2 | 6 | 1.6 | 348 | 212 | 60.9 | 136 | 39.1 |

## TABLE 110

### Per Cent of Georgia High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils (enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 75 | | 5.3 | 5.3 | 6.7 | 10.7 | 5.3 | 28.0 | 12.0 | 10.7 | 16.0 |
| 100-249 | 1,031 | 1.1 | 10.8 | 7.5 | 6.9 | 5.4 | 5.4 | 16.8 | 20.4 | 9.6 | 16.1 |
| 250-499 | 1,868 | 2.4 | 8.2 | 8.7 | 6.9 | 4.8 | 5.6 | 20.0 | 18.0 | 8.2 | 17.2 |
| 500-999 | 3,168 | 2.2 | 8.4 | 8.0 | 6.9 | 5.8 | 5.9 | 20.4 | 16.2 | 8.1 | 18.1 |
| 1,000-1,499 | 1,764 | 1.6 | 9.7 | 8.6 | 7.1 | 6.5 | 5.6 | 16.8 | 15.8 | 8.0 | 20.3 |
| 1,500-1,999 | 734 | 1.8 | 14.6 | 9.6 | 7.6 | 6.9 | 4.6 | 17.6 | 12.1 | 6.9 | 18.3 |
| 2,000 or more | 808 | 4.0 | 13.5 | 12.6 | 8.3 | 6.6 | 4.0 | 16.3 | 14.6 | 7.1 | 13.0 |
| Total | 9,448 | 2.1 | 9.7 | 8.7 | 7.1 | 5.9 | 5.5 | 18.7 | 16.5 | 8.1 | 17.7 |

## TABLE 111

### Per Cent of Georgia High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years of teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 14 | | 21.4 | 21.4 | 14.3 | 42.9 |
| 100-249 | 111 | 2.7 | 7.2 | 32.5 | 20.7 | 36.9 |
| 250-499 | 120 | 0.8 | 2.5 | 26.7 | 19.2 | 50.8 |
| 500-999 | 112 | 2.7 | 5.4 | 20.5 | 18.7 | 52.7 |
| 1,000-1,499 | 35 | 5.7 | 5.7 | 17.2 | 5.7 | 65.7 |
| 1,500-1,999 | 11 | | 9.1 | 27.3 | | 63.6 |
| 2,000 or more | 9 | 11.1 | 22.2 | 11.1 | 11.1 | 44.5 |
| Total | 412 | 2.4 | 6.1 | 25.2 | 17.5 | 48.8 |

## TABLE 112

### Sex of Georgia High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 75 | 36 | 48.0 | 39 | 52.0 | 14 | 13 | 92.9 | 1 | 7.1 |
| 100-249 | 1,031 | 495 | 48.0 | 536 | 52.0 | 111 | 109 | 98.2 | 2 | 1.8 |
| 250-499 | 1,868 | 809 | 43.3 | 1,059 | 56.7 | 120 | 118 | 98.3 | 2 | 1.7 |
| 500-999 | 3,168 | 1,380 | 43.6 | 1,788 | 56.4 | 112 | 111 | 99.1 | 1 | 0.9 |
| 1,000-1,499 | 1,764 | 711 | 40.3 | 1,053 | 59.7 | 35 | 35 | 100.0 | | |
| 1,500-1,999 | 734 | 261 | 35.6 | 473 | 64.4 | 11 | 11 | 100.0 | | |
| 2,000 or more | 808 | 306 | 37.9 | 502 | 62.1 | 9 | 9 | 100.0 | | |
| Total | 9,448 | 3,998 | 42.3 | 5,450 | 57.7 | 412 | 406 | 98.5 | 6 | 1.5 |

## TABLE 113

### Annual Salaries of Georgia High School Teachers by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 75 | 4.0 | | 5.3 | 14.7 | 36.0 | 16.0 | 12.0 | 5.3 | 1.3 | 4.0 | 1.4 | |
| 100-249 | 1,031 | 1.6 | 0.7 | 3.0 | 21.0 | 37.2 | 17.3 | 7.2 | 4.1 | 3.0 | 3.0 | 1.4 | 0.5 |
| 250-499 | 1,868 | 0.4 | 0.2 | 2.6 | 20.9 | 36.9 | 18.5 | 6.5 | 4.8 | 3.8 | 2.8 | 2.0 | 2.6 |
| 500-999 | 3,168 | 0.3 | 0.2 | 2.2 | 18.6 | 32.4 | 18.0 | 10.7 | 5.2 | 4.7 | 4.2 | 2.4 | 1.1 |
| 1,000-1,499 | 1,764 | 0.2 | 0.2 | | 8.2 | 24.5 | 20.4 | 17.9 | 10.7 | 6.3 | 4.8 | 4.6 | 2.2 |
| 1,500-1,999 | 734 | 0.7 | 0.1 | 0.5 | 10.8 | 24.0 | 19.5 | 16.4 | 11.7 | 5.7 | 5.2 | 3.5 | 1.9 |
| 2,000 or more | 808 | | | 0.2 | 7.9 | 24.8 | 25.7 | 15.6 | 10.4 | 7.7 | 5.1 | 1.6 | 1.0 |
| Total | 9,448 | 0.5 | 0.2 | 1.7 | 15.8 | 31.1 | 19.2 | 11.7 | 7.0 | 4.9 | 4.1 | 2.6 | 1.2 |

## TABLE 114

### Annual Salaries of Georgia High School Principals by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and Above |
| 99 or fewer | 14 | | | | 7.2 | 21.4 | 21.4 | 14.2 | 21.4 | 7.2 | 7.2 | | | | |
| 100-249 | 111 | 0.9 | | 0.9 | 1.8 | 2.7 | 14.4 | 28.8 | 29.8 | 10.8 | 6.3 | 0.9 | 2.7 | | |
| 250-499 | 120 | 1.7 | | 1.7 | | 2.5 | 5.0 | 22.5 | 18.3 | 15.8 | 15.0 | 9.1 | 1.7 | 5.0 | 1.7 |
| 500-999 | 112 | | | | | 0.9 | | 14.3 | 11.6 | 18.8 | 20.5 | 12.5 | 7.1 | 6.3 | 8.0 |
| 1,000-1,499 | 35 | | | | | | | | | 2.9 | 8.6 | 17.1 | 14.3 | 20.0 | 37.1 |
| 1,500-1,999 | 11 | | | | | | | | | 9.1 | | | 27.3 | 9.1 | 54.5 |
| 2,000 or more | 9 | | | | | | | | | | | | | | 100.0 |
| Total | 412 | 0.7 | | 0.7 | 0.7 | 2.4 | 6.1 | 18.7 | 17.2 | 13.4 | 12.6 | 7.8 | 5.1 | 5.1 | 9.5 |

TABLE 115

Percentage Distribution of Georgia Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 1 | | | 100.0 | | | | | | | | | | | |
| 100-249 | 6 | | | 83.3 | 16.7 | | | | | | | | | | |
| 250-499 | 16 | | 6.3 | 37.4 | 25.0 | 18.7 | 6.3 | 6.3 | | | | | | | |
| 500-999 | 8 | | 12.5 | 12.5 | 25.0 | 37.5 | | 12.5 | | | | | | | |
| 1,000-1,499 | 2 | | | | | | | 50.0 | | 50.0 | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | | | 100.0 | | | | |
| Total | 34 | | 5.9 | 38.3 | 20.6 | 17.7 | 2.9 | 8.8 | | 2.9 | 2.9 | | | | |

TABLE 116

Percentage Distribution of Georgia Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 8 | 12.5 | 12.5 | 37.5 | 12.5 | 25.0 | | | | | | | | | |
| 100-249 | 77 | | 2.6 | 45.5 | 37.7 | 11.6 | 1.3 | 1.3 | | | | | | | |
| 250-499 | 71 | | | 19.7 | 33.8 | 32.4 | 12.7 | 1.4 | | | | | | | |
| 500-999 | 54 | | 3.7 | 7.4 | 18.5 | 40.7 | 5.6 | 9.2 | 7.4 | 3.7 | 1.9 | | 1.9 | | |
| 1,000-1,499 | 21 | | | | | 9.5 | 9.5 | 9.5 | 28.6 | 38.1 | | 4.8 | | | |
| 1,500-1,999 | 5 | | | | | 20.0 | | | 20.0 | | 40.0 | | | | 20.0 |
| 2,000 or more | 5 | | | | | | | 20.0 | 40.0 | | 20.0 | | | 20.0 | |
| Total | 241 | 0.4 | 2.1 | 23.2 | 26.6 | 24.5 | 6.2 | 4.2 | 5.4 | 4.1 | 1.7 | 0.4 | 0.4 | 0.4 | 0.4 |

TABLE 117

Percentage Distribution of Georgia Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 5 | | 20.0 | 60.0 | 20.0 | | | | | | | | | | |
| 100-249 | 28 | | 3.6 | 35.7 | 50.0 | 7.1 | 3.6 | | | | | | | | |
| 250-499 | 32 | | 3.1 | 18.8 | 34.4 | 43.7 | | | | | | | | | |
| 500-999 | 47 | | | | 6.4 | 23.4 | 34.0 | 21.3 | 14.9 | | | | | | |
| 1,000-1,499 | 8 | | | | | 25.0 | 25.0 | 25.0 | 25.0 | | | | | | |
| 1,500-1,999 | 4 | | | | | | | 25.0 | 50.0 | 25.0 | | | | | |
| 2,000 or more | 3 | | | | | | | | | | 66.7 | | | | 33.3 |
| Total | 127 | | 2.4 | 15.0 | 22.8 | 22.8 | 15.0 | 10.2 | 8.7 | 0.8 | 1.5 | | | | 0.8 |

## TABLE 118

Percentage Distribution of Georgia Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 1 | | | 100.0 | | | | | | | | | | | |
| 500-999 | 3 | | | | 33.4 | 33.3 | 33.3 | | | | | | | | |
| 1,000-1,499 | 4 | | | 25.0 | | 25.0 | | 25.0 | | | 25.0 | | | | |
| 1,500-1,999 | 2 | | | | | | | | | | 50.0 | 50.0 | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 10 | | | 20.0 | 10.0 | 20.0 | 10.0 | 10.0 | | | 20.0 | 10.0 | | | |

## TABLE 119

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | | | | | 64.3 | 35.7 | | | | | | | | | | | |
| 100-249 | 111 | | | | | 81.1 | 16.2 | 0.9 | | 1.8 | | | | | | | | |
| 250-499 | 120 | | | | | 75.8 | 17.5 | 5.8 | 0.9 | | | | | | | | | |
| 500-999 | 112 | | | | 1.8 | 51.8 | 21.4 | 17.0 | 4.4 | 1.8 | 0.9 | 0.9 | | | | | | |
| 250-499 | 120 | | | | | 75.8 | 17.5 | 5.8 | | 5.7 | | | | | | | | |
| 1,500-1,999 | 11 | | | | 9.1 | 18.2 | 54.5 | 9.1 | | 9.1 | | | | | | | | |
| 2,000 or more | 9 | | | | | 44.4 | 55.6 | | | | | | | | | | | |
| Total | 412 | | | | 1.2 | 65.1 | 21.6 | 8.5 | 1.5 | 1.7 | 0.2 | 0.2 | | | | | | |

## TABLE 120

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 14.2 | 7.2 | 64.2 | | 7.2 | | 7.2 | | | | | | | | | | |
| 100-249 | 111 | 10.8 | 15.3 | 65.8 | 0.9 | 6.3 | | 0.9 | | | | | | | | | | |
| 250-499 | 120 | 6.7 | 6.7 | 57.5 | 6.7 | 19.2 | 1.6 | 1.6 | | | | | | | | | | |
| 500-999 | 112 | 0.9 | 2.7 | 42.0 | 8.9 | 19.6 | 2.7 | 14.3 | 3.5 | 2.7 | 2.7 | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | | 2.9 | 5.7 | 14.2 | 5.7 | 25.7 | 11.4 | 11.4 | 5.7 | 2.9 | | 8.6 | | | | 2.9 |
| 1,500-1,999 | 11 | | | | 9.1 | 9.1 | | 27.3 | | 9.1 | 9.1 | 9.1 | | 18.1 | | | | 9.1 |
| 2,000 or more | 9 | | | | | | | | | 22.2 | 11.1 | 22.2 | | | 11.1 | | | 33.4 |
| Total | 412 | 5.8 | 7.1 | 48.3 | 5.4 | 14.3 | 1.7 | 7.8 | 1.9 | 2.4 | 1.7 | 1.0 | | 1.2 | 0.2 | | | 1.2 |

## TABLE 121

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | | | 14.3 | 7.1 | 71.5 | 7.1 | | | | | | | | | | | |
| 100-249 | 111 | | | 3.6 | 16.2 | 77.5 | 2.7 | | | | | | | | | | | |
| 250-499 | 120 | | 0.8 | | 14.2 | 78.4 | 5.0 | 0.8 | 0.8 | | | | | | | | | |
| 500-999 | 112 | | | 0.9 | 6.3 | 63.4 | 24.1 | 5.3 | | | | | | | | | | |
| 1,000-1,499 | 35 | | | 2.9 | 2.9 | 40.0 | 37.1 | 14.2 | 2.9 | | | | | | | | | |
| 1,500-1,999 | 11 | | | | 9.1 | 18.2 | 36.3 | 18.2 | 18.2 | | | | | | | | | |
| 2,000 or more | 9 | | | | 11.1 | | 55.6 | | 11.1 | 22.2 | | | | | | | | |
| Total | 412 | | 0.2 | 1.9 | 11.2 | 67.3 | 14.3 | 3.4 | 1.2 | 0.5 | | | | | | | | |

## TABLE 122

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | | | 7.1 | 14.3 | 21.5 | 28.6 | | 21.4 | 7.1 | | | | | | | | |
| 100-249 | 111 | | | | 13.5 | 50.5 | 18.9 | 9.0 | 6.3 | 1.8 | | | | | | | | |
| 250-499 | 120 | | | | 6.7 | 44.2 | 28.3 | 15.8 | 2.5 | 2.5 | | | | | | | | |
| 500-999 | 112 | | | | 8.0 | 41.0 | 25.9 | 16.1 | 6.3 | 0.9 | 0.9 | 0.9 | | | | | | |
| 1,000-1,499 | 35 | | | | 2.9 | 37.1 | 22.8 | 25.7 | 2.9 | | 8.6 | | | | | | | |
| 1,500-1,999 | 11 | | | | | 9.0 | 18.2 | 18.2 | 27.3 | 27.3 | | | | | | | | |
| 2,000 or more | 9 | | | | | 33.4 | 22.2 | 22.2 | 22.2 | | | | | | | | | |
| Total | 412 | | | 0.2 | 8.5 | 42.5 | 24.3 | 14.6 | 6.3 | 2.4 | 1.0 | 0.2 | | | | | | |

## TABLE 123

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | | 7.1 | 7.1 | 7.1 | 43.0 | 21.5 | 7.1 | 7.1 | | | | | | | | | |
| 100-249 | 111 | | | 4.5 | 18.9 | 37.8 | 28.8 | 7.2 | 2.8 | | | | | | | | | |
| 250-499 | 120 | | | | 10.8 | 29.2 | 39.2 | 14.2 | 6.6 | | | | | | | | | |
| 500-999 | 112 | | | | 5.4 | 16.1 | 32.1 | 32.1 | 12.5 | 0.9 | 0.9 | | | | | | | |
| 1,000-1,499 | 35 | | | | | | 20.0 | 48.5 | 25.7 | 2.9 | 2.9 | | | | | | | |
| 1,500-1,999 | 11 | | | | | 9.0 | | 18.2 | 36.4 | 36.4 | | | | | | | | |
| 2,000 or more | 9 | | | | | | | 55.5 | 11.1 | 33.4 | | | | | | | | |
| Total | 412 | | 0.2 | 1.5 | 10.0 | 24.8 | 30.3 | 20.9 | 9.7 | 2.2 | 0.4 | | | | | | | |

TABLE 124

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 42.9 | | 7.1 | 14.3 | 35.7 | | | | | | | | | | | | |
| 100-249 | 111 | 18.9 | 0.9 | 5.4 | 22.5 | 52.3 | | | | | | | | | | | | |
| 250-499 | 120 | 23.3 | 0.8 | 5.0 | 17.6 | 52.5 | 0.8 | | | | | | | | | | | |
| 500-999 | 112 | 28.6 | 1.8 | 7.1 | 7.1 | 54.5 | 0.9 | | | | | | | | | | | |
| 1,000-1,499 | 35 | 77.2 | | | 17.1 | 5.7 | | | | | | | | | | | | |
| 1,500-1,999 | 11 | 81.8 | | | | 18.2 | | | | | | | | | | | | |
| 2,000 or more | 9 | 77.6 | | | 11.2 | 11.2 | | | | | | | | | | | | |
| Total | 412 | 31.6 | 1.0 | 5.1 | 15.3 | 46.6 | 0.4 | | | | | | | | | | | |

TABLE 125

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 14.3 | 28.6 | 7.2 | 7.1 | 14.3 | 14.3 | 7.1 | 7.1 | | | | | | | | | |
| 100-249 | 111 | 3.6 | 9.0 | 14.4 | 18.9 | 22.6 | 25.2 | 6.3 | | | | | | | | | | |
| 250-499 | 120 | 0.8 | 2.5 | 12.5 | 19.2 | 15.8 | 35.0 | 9.2 | 5.0 | | | | | | | | | |
| 500-999 | 112 | | 1.8 | 4.5 | 9.8 | 17.9 | 24.1 | 27.7 | 7.1 | 3.5 | | 0.9 | 0.9 | 1.8 | | | | |
| 1,000-1,499 | 35 | | | | 2.9 | 5.7 | 11.4 | 28.6 | 17.1 | 8.6 | 2.9 | 11.4 | 5.7 | | 5.7 | | | |
| 1,500-1,999 | 11 | | | | 9.1 | | 9.1 | 18.2 | 45.4 | 18.2 | | | | | | | | |
| 2,000 or more | 9 | | | | | | | 33.3 | 33.3 | | 22.2 | | 11.2 | | | | | |
| Total | 412 | 1.7 | 4.6 | 9.0 | 14.1 | 16.5 | 25.2 | 15.8 | 7.0 | 2.2 | 0.7 | 1.2 | 1.0 | 0.5 | 0.5 | | | |

TABLE 126

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 28.6 | | 21.4 | 21.4 | 28.6 | | | | | | | | | | | | |
| 100-249 | 111 | 3.6 | 1.8 | 10.8 | 33.3 | 50.5 | | | | | | | | | | | | |
| 250-499 | 120 | 2.5 | 1.7 | 7.5 | 41.7 | 46.6 | | | | | | | | | | | | |
| 500-999 | 112 | 0.9 | 0.9 | 19.6 | 34.9 | 41.1 | 2.6 | | | | | | | | | | | |
| 1,000-1,499 | 35 | | | 34.3 | 48.6 | 17.1 | | | | | | | | | | | | |
| 1,500-1,999 | 11 | | | 18.2 | 63.6 | 18.2 | | | | | | | | | | | | |
| 2,000 or more | 9 | | | 11.2 | 55.4 | 33.4 | | | | | | | | | | | | |
| Total | 412 | 2.9 | 1.2 | 14.8 | 38.4 | 42.0 | 0.7 | | | | | | | | | | | |

## TABLE 127

### Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 85.8 | 7.1 | | 7.1 | | | | | | | | | | | | | |
| 100-249 | 111 | 74.8 | 9.9 | 6.3 | 5.4 | 0.9 | 1.8 | | 0.9 | | | | | | | | | |
| 250-499 | 120 | 56.7 | 15.0 | 12.5 | 8.3 | 6.7 | 0.8 | | | | | | | | | | | |
| 500-999 | 112 | 30.4 | 12.5 | 18.8 | 14.3 | 19.6 | 2.7 | 1.7 | | | | | | | | | | |
| 1,000-1,499 | 35 | 14.3 | 5.7 | 14.3 | 20.0 | 28.5 | 11.4 | | | 2.9 | 2.9 | | | | | | | |
| 1,500-1,999 | 11 | 18.2 | 9.1 | 18.2 | | 27.2 | 9.1 | 9.1 | 9.1 | | | | | | | | | |
| 2,000 or more | 9 | | | 11.1 | 44.5 | 11.1 | 22.2 | | | | | 11.1 | | | | | | |
| Total | 412 | 49.5 | 11.4 | 12.4 | 10.7 | 10.9 | 3.3 | 0.7 | 0.5 | 0.2 | 0.2 | 0.2 | | | | | | |

## TABLE 128

### Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 92.9 | 7.1 | | | | | | | | | | | | | | | |
| 100-249 | 111 | 90.1 | 9.0 | | 0.9 | | | | | | | | | | | | | |
| 250-499 | 120 | 88.3 | 7.5 | 1.7 | 2.5 | | | | | | | | | | | | | |
| 500-999 | 112 | 72.3 | 5.4 | 8.0 | 4.4 | 3.6 | 3.6 | 0.9 | | 0.9 | | | | | | | | 0.9 |
| 1,000-1,499 | 35 | 62.9 | | 11.4 | 2.9 | 8.5 | 2.9 | | | 5.6 | | | | 2.9 | | | 2.9 | |
| 1,500-1,999 | 11 | 63.6 | | 18.2 | | 9.1 | | | | | | | | | | | 9.1 | |
| 2,000 or more | 9 | 55.6 | | 11.1 | | 11.1 | | | | 11.1 | | | | | | | | 11.1 |
| Total | 412 | 81.1 | 6.3 | 4.4 | 2.4 | 2.2 | 1.2 | 0.2 | | 1.0 | | | | 0.2 | | | 0.5 | 0.5 |

## TABLE 129

### Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 92.9 | 7.1 | | | | | | | | | | | | | | | |
| 100-249 | 111 | 96.4 | 2.7 | 0.9 | | | | | | | | | | | | | | |
| 250-499 | 120 | 90.0 | 5.0 | 4.2 | | 0.8 | | | | | | | | | | | | |
| 500-999 | 112 | 70.5 | 13.4 | 12.5 | 2.7 | | | 0.9 | | | | | | | | | | |
| 1,000-1,499 | 35 | 25.7 | 22.9 | 40.0 | | 11.4 | | | | | | | | | | | | |
| 1,500-1,999 | 11 | 9.1 | 9.1 | 27.3 | 9.1 | 27.3 | 18.1 | | | | | | | | | | | |
| 2,000 or more | 9 | | 22.2 | 33.4 | 11.0 | 33.4 | | | | | | | | | | | | |
| Total | 412 | 77.0 | 8.7 | 9.7 | 1.2 | 2.7 | 0.5 | 0.2 | | | | | | | | | | |

TABLE 130

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 57.1 | 42.9 | | | | | | | | | | | | | | | |
| 100-249 | 111 | 52.3 | 30.6 | 14.4 | 1.8 | | 0.9 | | | | | | | | | | | |
| 250-499 | 120 | 28.3 | 37.5 | 24.2 | 1.7 | 6.7 | 0.8 | | | 0.8 | | | | | | | | |
| 500-999 | 112 | 15.2 | 27.7 | 38.4 | 6.3 | 7.1 | 1.8 | 2.6 | | 0.9 | | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | 14.3 | 51.3 | 11.4 | 14.3 | 2.9 | 2.9 | | | | | | | | | | |
| 1,500-1,999 | 11 | | 9.1 | 27.2 | 9.1 | 18.2 | 9.1 | 9.1 | | 9.1 | | 9.1 | | | | | | |
| 2,000 or more | 9 | | 11.1 | 33.4 | | 44.4 | | | | 11.1 | | | | | | | | |
| Total | 412 | 28.6 | 29.9 | 27.2 | 3.9 | 6.6 | 1.4 | 1.2 | | 1.0 | | 0.2 | | | | | | |

TABLE 131

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Health and Physical Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Health and Physical Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 14 | 7.1 | 35.7 | 42.9 | 14.3 | | | | | | | | | | | | | |
| 100-249 | 111 | 10.8 | 41.5 | 34.2 | 9.9 | 2.7 | | 0.9 | | | | | | | | | | |
| 250-499 | 120 | 12.5 | 32.5 | 37.5 | 11.7 | 5.8 | | | | | | | | | | | | |
| 500-999 | 112 | 9.8 | 22.3 | 41.1 | 17.0 | 8.0 | 1.8 | | | | | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | 28.6 | 20.0 | 11.4 | 34.2 | 2.9 | | | | | | | | | | | |
| 1,500-1,999 | 11 | | | 27.3 | 27.3 | 18.1 | 27.3 | | | | | | | | | | | |
| 2,000 or more | 9 | | 11.2 | 55.5 | 11.1 | 11.1 | 11.1 | | | | | | | | | | | |
| Total | 412 | 9.7 | 30.6 | 36.4 | 13.1 | 8.3 | 1.7 | 0.2 | | | | | | | | | | |

TABLE 132

Number and Per Cent of Georgia High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 53 | 0.1 |
| 21-25 | 2,375 | 1.3 |
| 26-30 | 18,135 | 9.7 |
| 31-35 | 25,794 | 13.8 |
| 36-40 | 40,878 | 21.9 |
| 41-45 | 20,844 | 11.2 |
| 46-50 | 21,116 | 11.3 |
| 51-55 | 23,948 | 12.9 |
| 56-60 | 10,683 | 5.7 |
| 61-65 | 13,536 | 7.3 |
| 66-70 | 2,930 | 1.6 |
| 71-75 | 558 | .3 |
| 76-80 | 1,907 | 1.0 |
| 81 | 3,487 | 1.9 |
| Total | 186,244 | 100.0 |

TABLE 133

Percentage Distribution of Georgia High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject Area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | | 3.3 | 51.0 | 28.7 | 11.4 | 2.0 | 2.9 | 0.3 | 0.4 |
| Social Studies | | | 0.1 | 5.7 | 37.1 | 24.0 | 18.6 | 8.9 | 3.4 | 2.0 | 0.2 |
| Mathematics | | 0.1 | 0.3 | 5.0 | 14.8 | 24.7 | 31.4 | 16.0 | 6.7 | 1.0 | |
| Science | | .2 | 1.4 | 8.9 | 53.2 | 25.3 | 6.2 | 3.0 | 1.8 | | |
| Foreign Languages | 2.7 | 3.2 | 30.3 | 6.8 | 14.9 | 2.5 | 14.7 | 3.7 | 5.9 | 3.6 | 11.7 |
| Art | 55.7 | 13.4 | 18.5 | 3.1 | 7.5 | 1.4 | 0.4 | | | | |
| Music | 14.8 | 23.8 | 35.5 | 6.0 | 12.3 | 2.0 | 2.6 | | 2.3 | | 0.7 |
| Home Economics | 1.2 | 0.6 | 18.2 | 43.8 | 35.2 | 1.0 | | | | | |
| Agriculture | 45.4 | 0.7 | 3.6 | 12.4 | 37.4 | 0.5 | | | | | |
| Industrial Arts | 32.2 | 10.0 | 15.1 | 14.7 | 16.8 | 6.5 | 1.6 | 0.9 | 0.5 | 0.5 | 1.2 |
| Vocational T and I | 71.3 | 4.1 | 8.1 | 2.9 | 4.8 | 1.7 | 0.4 | | 3.0 | | 3.7 |
| Business Education | 0.5 | 1.7 | 4.6 | 9.6 | 11.7 | 21.4 | 22.5 | 14.2 | 5.1 | 2.6 | 6.1 |
| Health & P.E. | 6.8 | 24.8 | 35.3 | 16.0 | 12.4 | 4.6 | 0.1 | | | | |

TABLE 134

Number and Per Cent of Georgia High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught, by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 1,118 | 1,217 | 290 | 120 | 205 | 39 | 10.7 | 16.8 | 13.4 |
| 100-249 | 15,143 | 15,285 | 2,674 | 2,503 | 3,394 | 413 | 16.5 | 22.2 | 15.4 |
| 250-499 | 33,493 | 29,765 | 6,564 | 3,947 | 4,912 | 799 | 11.8 | 16.5 | 12.2 |
| 500-999 | 54,912 | 51,412 | 12,586 | 7,339 | 7,548 | 1,029 | 13.4 | 14.7 | 8.2 |
| 1,000-1,499 | 30,806 | 26,746 | 10,612 | 1,814 | 3,679 | 691 | 5.9 | 13.8 | 6.5 |
| 1,500-1,999 | 15,435 | 12,677 | 6,468 | 767 | 984 | | 5.0 | 7.8 | |
| 2,000 or more | 16,784 | 14,811 | 6,496 | 290 | 429 | 54 | 1.7 | 2.9 | 0.8 |
| Total | 167,691 | 151,913 | 45,690 | 16,780 | 21,151 | 3,025 | 10.0 | 13.9 | 6.6 |

TABLE 135

Number and Per Cent of Georgia High School Pupils Taught Language Arts, Social Studies, and Business Education without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 1,382 | 1,237 | 400 | 24 | 49 | 192 | 1.7 | 4.0 | 48.0 |
| 100-249 | 19,877 | 17,179 | 6,131 | 2,062 | 2,554 | 880 | 10.4 | 14.9 | 14.4 |
| 250-499 | 44,256 | 38,132 | 13,806 | 2,098 | 3,530 | 935 | 4.7 | 9.3 | 6.8 |
| 500-999 | 76,566 | 62,563 | 26,091 | 3,983 | 3,642 | 570 | 5.2 | 5.8 | 2.2 |
| 1,000-1,499 | 39,395 | 33,746 | 11,904 | 646 | 1,350 | 336 | 1.6 | 4.0 | 2.8 |
| 1,500-1,999 | 20,601 | 16,742 | 7,026 | 200 | 409 | 69 | 1.0 | 2.4 | 1.0 |
| 2,000 or more | 21,069 | 18,264 | 5,320 | 156 | 258 | 36 | 0.7 | 1.4 | 0.6 |
| Total | 223,146 | 187,863 | 70,678 | 9,169 | 11,792 | 3,018 | 4.1 | 6.3 | 4.3 |

TABLE 136

Number and Per Cent of Georgia High School Pupils Taught Industrial Arts, Vocational Subjects, and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 33 | 18 | 757 | | | 202 | | | 26.7 |
| 100-249 | 426 | 102 | 9,643 | 170 | 41 | 1,934 | 39.9 | 40.2 | 20.0 |
| 250-499 | 1,769 | 443 | 19,301 | 53 | 173 | 1,706 | 3.0 | 39.1 | 8.8 |
| 500-999 | 3,723 | 3,065 | 36,687 | 470 | 390 | 2,408 | 12.6 | 12.7 | 6.6 |
| 1,000-1,499 | 3,166 | 1,783 | 17,805 | 92 | 373 | 1,078 | 2.9 | 20.9 | 6.0 |
| 1,500-1,999 | 1,113 | 1,236 | 8,734 | | 68 | 848 | | 5.5 | 9.7 |
| 2,000 or more | 2,192 | 559 | 10,639 | 75 | 101 | 67 | 3.4 | 18.1 | 0.6 |
| Total | 12,422 | 7,206 | 103,566 | 860 | 1,146 | 8,243 | 6.9 | 15.9 | 8.0 |

TABLE 137

Number and Per Cent of Georgia High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 264 | 289 | 89 | | 60 | 18 | | 20.8 | 20.2 |
| 100-249 | 5,005 | 6,972 | 3,784 | 26 | 15 | 372 | 0.5 | 0.2 | 9.8 |
| 250-499 | 7,486 | 11,730 | 6,711 | | 70 | 361 | | 0.6 | 5.4 |
| 500-999 | 7,540 | 18,048 | 14,345 | | 238 | 263 | | 1.3 | 1.8 |
| 1,000-1,499 | 458 | 7,253 | 8,286 | | 105 | 25 | | 1.4 | 0.3 |
| 1,500-1,999 | 103 | 2,461 | 2,860 | | | | | | |
| 2,000 or more | 253 | 3,723 | 3,018 | | 146 | | | 3.9 | |
| Total | 21,109 | 50,476 | 39,093 | 26 | 634 | 1,039 | 0.1 | 1.3 | 2.7 |

TABLE 138

Per Cent of Classes in Georgia High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 375 | 11.2 | 23.2 | 28.8 | 20.0 | 6.9 | 5.9 | 2.1 | 1.9 |
| 100-249 | 4,308 | 4.7 | 14.0 | 18.8 | 20.2 | 20.4 | 11.9 | 7.1 | 2.9 |
| 250-499 | 8,116 | 2.5 | 7.5 | 13.3 | 19.7 | 24.5 | 20.8 | 8.8 | 2.9 |
| 500-999 | 13,675 | 2.3 | 5.5 | 11.3 | 18.1 | 30.5 | 21.1 | 8.1 | 3.1 |
| 1,000-1,499 | 7,155 | 2.0 | 4.7 | 9.3 | 19.2 | 32.6 | 22.7 | 6.5 | 3.0 |
| 1,500-1,999 | 3,337 | 1.2 | 3.7 | 7.3 | 14.7 | 30.6 | 26.5 | 12.3 | 3.7 |
| 2,000 or more | 3,476 | 1.0 | 2.3 | 5.4 | 13.6 | 28.9 | 24.5 | 19.3 | 5.0 |
| Total | 40,442 | 2.4 | 6.4 | 11.5 | 18.2 | 28.2 | 21.0 | 9.1 | 3.2 |

TABLE 139

Per Cent of Classes in Georgia High Schools within Various Class Size Categories by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 8,003 | 0.9 | 2.7 | 8.5 | 19.4 | 33.5 | 24.7 | 9.6 | 0.7 |
| Mathematics | 6,039 | 1.2 | 4.0 | 8.6 | 18.4 | 31.5 | 25.5 | 10.3 | 0.5 |
| Science | 5,453 | 0.8 | 3.4 | 8.6 | 18.0 | 33.5 | 25.4 | 9.8 | 0.5 |
| Social Studies | 6,551 | 0.3 | 2.2 | 6.8 | 17.4 | 34.1 | 27.0 | 11.4 | 0.8 |
| Foreign Languages | 1,865 | 3.4 | 9.9 | 16.1 | 21.5 | 27.7 | 16.0 | 5.1 | 0.3 |
| Physical Education | 3,360 | 1.0 | 4.6 | 10.2 | 13.0 | 19.7 | 17.2 | 14.3 | 20.0 |
| Art | 364 | 1.1 | 7.1 | 12.9 | 21.2 | 29.4 | 20.1 | 8.2 | |
| Business Education | 2,862 | 4.3 | 10.7 | 15.8 | 18.7 | 24.9 | 17.3 | 8.0 | 0.3 |
| Music | 1,255 | 8.7 | 9.4 | 7.7 | 10.6 | 11.7 | 9.6 | 7.9 | 34.4 |
| Home Economics | 2,325 | 3.0 | 15.2 | 25.7 | 28.0 | 19.1 | 6.4 | 2.4 | 0.2 |
| Agriculture | 1,126 | 6.1 | 28.5 | 32.9 | 16.1 | 9.5 | 5.7 | 1.0 | 0.2 |
| Industrial Arts | 860 | 29.4 | 28.7 | 24.7 | 12.8 | 3.7 | 0.7 | | |
| Vocational | 379 | 13.5 | 23.7 | 26.7 | 15.3 | 10.3 | 5.8 | 3.4 | 1.3 |
| Total | 40,442 | 2.4 | 6.4 | 11.5 | 18.2 | 28.2 | 21.0 | 9.1 | 3.2 |

TABLE 140

Number and Per Cent of Graduates in Georgia High Schools Entering College

| School size (Pupils enrolled) | Number of high schools | Number of graduates: Boys | Girls | Total | Number of graduates entering college: Boys | Per cent | Girls | Per cent | Total | Per cent |
|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 12 | 83 | 85 | 168 | 32 | 38.6 | 45 | 52.9 | 77 | 45.8 |
| 100-249 | 104 | 1,482 | 1,614 | 3,096 | 402 | 27.1 | 424 | 26.3 | 826 | 26.7 |
| 250-499 | 114 | 2,511 | 2,829 | 5,340 | 693 | 27.6 | 678 | 24.0 | 1,371 | 25.7 |
| 500-999 | 102 | 4,480 | 5,039 | 9,519 | 1,349 | 30.1 | 1,355 | 26.9 | 2,704 | 28.4 |
| 1,000-1,499 | 29 | 2,264 | 2,382 | 4,646 | 992 | 43.8 | 852 | 35.8 | 1,844 | 39.7 |
| 1,500-1,999 | 11 | 1,368 | 1,436 | 2,804 | 662 | 48.4 | 571 | 39.8 | 1,233 | 43.9 |
| 2,000 or more | 9 | 1,216 | 1,342 | 2,558 | 456 | 37.5 | 454 | 33.8 | 910 | 35.6 |
| Total | 381* | 13,404 | 14,727 | 28,131 | 4,586 | 34.2 | 4,379 | 29.7 | 8,965 | 31.9 |

* Data not available for all high schools.

TABLE 141

Number and Per Cent of Kentucky High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 3 | 2.3 | 1 | 14.3 | 6 | 2.9 | | | 10 | 2.8 |
| 100-249 | 47 | 35.6 | | | 57 | 27.4 | | | 104 | 29.0 |
| 250-499 | 44 | 33.3 | 1 | 14.3 | 82 | 39.4 | | | 127 | 35.4 |
| 500-999 | 24 | 18.2 | 5 | 71.4 | 54 | 26.0 | 1 | 8.3 | 84 | 23.4 |
| 1,000-1,499 | 4 | 3.0 | | | 9 | 4.3 | 10 | 83.4 | 23 | 6.4 |
| 1,500-1,999 | 3 | 2.3 | | | | | 1 | 8.3 | 4 | 1.1 |
| 2,000 or more | 7 | 5.3 | | | | | | | 7 | 1.9 |
| Total | 132 | 100.0 | 7 | 100.0 | 208 | 100.0 | 12 | 100.0 | 359 | 100.0 |

TABLE 142

Pupil Enrollment in Kentucky High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 238 | 53 | 362 | | 653 |
| 100-249 | 8,779 | | 10,012 | | 18,791 |
| 250-499 | 16,172 | 358 | 30,972 | | 47,502 |
| 500-999 | 16,221 | 3,216 | 36,553 | 581 | 56,571 |
| 1,000-1,499 | 4,748 | | 9,731 | 12,276 | 26,755 |
| 1,500-1,999 | 5,090 | | | 1,411 | 6,501 |
| 2,000 or more | 17,770 | | | | 17,770 |
| Total | 69,018 | 3,627 | 87,630 | 14,268 | 174,543 |

TABLE 143

College Training of Kentucky High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 38 | 3 | 7.9 | 28 | 73.7 | 7 | 18.4 | 10 | 6 | 60.0 | 4 | 40.0 |
| 100-249 | 805 | 179 | 22.2 | 604 | 75.1 | 22 | 2.7 | 104 | 87 | 80.8 | 17 | 19.2 |
| 250-499 | 1,891 | 450 | 23.8 | 1,372 | 72.6 | 69 | 3.6 | 127 | 113 | 88.2 | 14 | 11.8 |
| 500-999 | 2,272 | 573 | 25.2 | 1,654 | 72.8 | 45 | 2.0 | 84 | 77 | 91.7 | 7 | 8.3 |
| 1,000-1,499 | 1,097 | 395 | 36.0 | 697 | 63.5 | 5 | 0.5 | 23 | 23 | 100.0 | | |
| 1,500-1,999 | 240 | 113 | 47.1 | 125 | 52.1 | 2 | 0.8 | 4 | 3 | 75.0 | 1 | 25.0 |
| 2,000 or more | 704 | 255 | 36.2 | 447 | 63.5 | 2 | 0.3 | 7 | 7 | 100.0 | | |
| Total | 7,047 | 1,968 | 27.9 | 4,927 | 69.9 | 152 | 2.2 | 359 | 316 | 86.9 | 43 | 13.1 |

## TABLE 144

College Training of Kentucky High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total Number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 3 | | | 3 | 100.0 | | | | | | | |
| 100-249 | 41 | 13 | 31.7 | 27 | 65.8 | 1 | 2.5 | 4 | 3 | 75.0 | 1 | 25.0 |
| 250-499 | 73 | 28 | 38.4 | 43 | 58.9 | 2 | 2.7 | 43 | 42 | 97.7 | 1 | 2.3 |
| 500-999 | 77 | 29 | 37.7 | 46 | 59.7 | 2 | 2.6 | 52 | 47 | 90.4 | 5 | 9.6 |
| 1,000-1,499 | 28 | 14 | 50.0 | 14 | 50.0 | | | 31 | 28 | 90.3 | 3 | 9.7 |
| 1,500-1,999 | 7 | 5 | 71.4 | 2 | 28.6 | | | 9 | 9 | 100.0 | | |
| 2,000 or more | 13 | 10 | 76.9 | 3 | 23.1 | | | 24 | 22 | 91.7 | 2 | 8.3 |
| Total | 242 | 99 | 40.9 | 138 | 57.0 | 5 | 2.1 | 163 | 151 | 92.6 | 12 | 7.4 |

## TABLE 145

Number and Per Cent of Kentucky High School Teachers Holding Degrees from Kentucky Colleges, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from Kentucky colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 38 | 38 | 100.0 |
| 100-249 | 805 | 717 | 89.1 |
| 250-499 | 1,891 | 1,881 | 99.5 |
| 500-999 | 2,272 | 2,108 | 92.8 |
| 1,000-1,499 | 1,097 | 946 | 86.2 |
| 1,500-1,999 | 240 | 197 | 82.1 |
| 2,000 or more | 704 | 539 | 76.6 |
| Total | 7,047 | 6,426 | 91.2 |

## TABLE 146

Per Cent of Kentucky High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 2 years | 3 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 38 | 15.8 | 13.2 | 15.8 | 10.5 | | 5.2 | 10.5 | 7.9 | 7.9 | 13.2 |
| 100-249 | 805 | 8.9 | 9.7 | 8.0 | 5.7 | 7.1 | 5.6 | 15.4 | 14.3 | 7.2 | 18.1 |
| 250-499 | 1,891 | 10.0 | 8.5 | 7.2 | 6.7 | 5.6 | 4.4 | 17.6 | 13.1 | 7.4 | 19.5 |
| 500-999 | 2,272 | 8.6 | 9.4 | 9.0 | 6.3 | 6.1 | 5.1 | 16.6 | 11.7 | 6.8 | 20.4 |
| 1,000-1,499 | 1,097 | 9.4 | 9.1 | 8.4 | 5.7 | 5.7 | 4.0 | 17.1 | 11.3 | 5.6 | 23.7 |
| 1,500-1,999 | 240 | 8.3 | 5.4 | 3.3 | 4.6 | 5.4 | 4.2 | 12.9 | 15.4 | 15.4 | 25.1 |
| 2,000 or more | 704 | 10.8 | 8.7 | 9.7 | 7.2 | 6.4 | 5.4 | 12.8 | 12.4 | 7.4 | 19.2 |
| Total | 7,047 | 9.4 | 9.0 | 8.2 | 6.3 | 6.0 | 4.8 | 16.3 | 12.5 | 7.2 | 20.3 |

## TABLE 147

### Per Cent of Kentucky High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 10 | | 20.0 | | | 80.0 |
| 100-249 | 104 | 10.6 | 14.4 | 21.2 | 10.6 | 43.2 |
| 250-499 | 127 | 8.7 | 12.6 | 19.7 | 17.3 | 41.7 |
| 500-999 | 84 | 9.5 | 19.1 | 19.0 | 13.1 | 39.3 |
| 1,000-1,499 | 23 | 4.3 | 4.3 | | 26.2 | 65.2 |
| 1,500-1,999 | 4 | | | | | 100.0 |
| 2,000 or more | 7 | | | 14.3 | | 85.7 |
| Total | 359 | 8.6 | 13.9 | 17.9 | 13.9 | 45.7 |

## TABLE 148

### Sex of Kentucky High School Teachers and Principals, by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total Number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 38 | 15 | 39.5 | 23 | 60.5 | 10 | 7 | 70.0 | 3 | 30.0 |
| 100-249 | 805 | 394 | 48.9 | 411 | 51.1 | 104 | 93 | 89.4 | 11 | 10.6 |
| 250-499 | 1,891 | 965 | 51.0 | 926 | 49.0 | 127 | 125 | 98.4 | 2 | 1.6 |
| 500-999 | 2,272 | 1,075 | 47.3 | 1,197 | 52.7 | 84 | 83 | 98.8 | 1 | 1.2 |
| 1,000-1,499 | 1,097 | 476 | 43.4 | 621 | 56.6 | 23 | 23 | 100.0 | | |
| 1,500-1,999 | 240 | 97 | 40.4 | 143 | 59.6 | 4 | 4 | 100.0 | | |
| 2,000 or more | 704 | 313 | 44.5 | 391 | 55.5 | 7 | 7 | 100.0 | | |
| Total | 7,047 | 3,335 | 47.3 | 3,712 | 52.7 | 359 | 342 | 95.3 | 17 | 4.7 |

## TABLE 149

### Annual Salaries of Kentucky High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 38 | | | | 26.3 | 44.8 | 26.3 | | 2.6 | | | | |
| 100-249 | 805 | 0.9 | 2.4 | 0.2 | 18.8 | 41.5 | 18.1 | 10.4 | 4.6 | 2.6 | 0.4 | 0.1 | |
| 250-499 | 1,891 | 0.8 | 1.9 | 1.0 | 19.8 | 42.3 | 16.8 | 8.7 | 4.9 | 3.2 | 0.3 | 0.2 | 0.1 |
| 500-999 | 2,272 | 0.6 | 1.3 | 0.6 | 18.5 | 40.4 | 19.4 | 9.8 | 5.7 | 2.4 | 0.8 | 0.4 | 0.1 |
| 1,000-1,499 | 1,097 | 0.5 | 0.5 | 0.1 | 9.2 | 33.1 | 21.7 | 11.6 | 8.7 | 10.8 | 2.6 | 0.6 | 0.6 |
| 1,500-1,999 | 240 | | | | | 7.9 | 13.3 | 14.2 | 17.1 | 37.9 | 2.5 | 2.9 | 4.2 |
| 2,000 or more | 704 | | | 0.1 | | 10.1 | 23.4 | 19.3 | 20.6 | 19.6 | 1.0 | 1.4 | 4.5 |
| Total | 7,047 | 0.6 | 1.3 | 0.5 | 15.0 | 35.7 | 19.2 | 10.9 | 7.7 | 6.9 | 1.0 | 0.5 | 0.7 |

## TABLE 150

### Annual Salaries of Kentucky High School Principals, by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 10 | | | 30.0 | 10.0 | 60.0 | | | | | | | | | |
| 100-249 | 104 | | 3.8 | 1.0 | 12.5 | 36.5 | 23.1 | 11.5 | 5.8 | 5.8 | | | | | |
| 250-499 | 127 | | 0.8 | | 0.8 | 34.6 | 18.9 | 26.7 | 7.9 | 7.9 | 1.6 | 0.8 | | | |
| 500-999 | 84 | | | | 1.2 | 4.8 | 15.5 | 33.3 | 25.0 | 10.7 | 7.1 | 1.2 | | 1.2 | |
| 1,000-1,499 | 23 | | | | 4.3 | | | | 26.1 | 34.8 | 8.7 | 8.7 | 17.4 | | |
| 1,500-1,999 | 4 | | | | | | | | | | | | 75.0 | 25.0 | |
| 2,000 or more | 7 | | | | | | | | | | | 28.6 | 71.4 | | |
| Total | 359 | | 1.4 | 1.1 | 4.7 | 25.6 | 17.0 | 20.6 | 12.0 | 9.2 | 2.8 | 1.7 | 3.3 | 0.6 | |

## TABLE 151

### Percentage Distribution of Kentucky Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 3 | 100.0 | | | | | | | | | | | | | |
| 100-249 | 47 | 14.9 | 27.7 | 40.4 | 12.8 | 2.1 | 2.1 | | | | | | | | |
| 250-499 | 44 | 2.3 | 2.3 | 29.5 | 40.9 | 20.5 | 4.5 | | | | | | | | |
| 500-999 | 24 | | | 8.3 | 16.7 | 41.7 | 20.8 | 12.5 | | | | | | | |
| 1,000-1,499 | 4 | | | | | | 50.0 | | 25.0 | | 25.0 | | | | |
| 1,500-1,999 | 3 | | | | | | | | 33.3 | | 33.3 | 33.4 | | | |
| 2,000 or more | 7 | | | | | | | | 14.2 | | | 14.3 | 28.6 | 14.3 | 28.6 |
| Total | 132 | 8.3 | 10.6 | 25.8 | 21.1 | 15.2 | 7.6 | 2.3 | 2.3 | | 1.5 | 1.5 | 1.5 | 0.8 | 1.5 |

## TABLE 152

### Percentage Distribution of Kentucky Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 1 | 100.0 | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 1 | | | | 100.0 | | | | | | | | | | |
| 500-999 | 5 | | | | | 40.0 | 60.0 | | | | | | | | |
| 1,000-1,499 | | | | | | | | | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 7 | 14.3 | | | 14.3 | 28.6 | 42.8 | | | | | | | | |

TABLE 153

Percentage Distribution of Kentucky Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 6 | 33.3 | 66.7 | | | | | | | | | | | | |
| 100-249 | 57 | 5.3 | 26.3 | 33.6 | 17.5 | 12.3 | | | | | | | | | |
| 250-499 | 82 | | 1.2 | 13.4 | 36.6 | 35.4 | 11.0 | 1.2 | 1.2 | | | | | | |
| 500-999 | 54 | | | | 3.7 | 20.4 | 31.4 | 29.6 | 13.0 | 1.9 | | | | | |
| 1,000-1,400 | 9 | | | | | | | 22.3 | 33.3 | 33.3 | 11.1 | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 208 | 2.4 | 9.6 | 15.9 | 20.2 | 22.6 | 12.5 | 9.1 | 5.3 | 1.9 | 0.5 | | | | |

TABLE 154

Percentage Distribution of Kentucky Grade 10-12 High Schools, by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | | | | | | | | | | | | | | | |
| 500-999 | 1 | | | | | | 100.0 | | | | | | | | |
| 1,000-1,499 | 10 | 10.0 | | | | | | | 30.0 | 30.0 | 20.0 | | | | 10.0 |
| 1,500-1,999 | 1 | | | | | | | | | | | | | | 100.0 |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 12 | 8.3 | | | | | 8.3 | | 25.0 | 25.0 | 16.7 | | | | 16.7 |

TABLE 155

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | | | 10.0 | 20.0 | 60.0 | | 10.0 | | | | | | | | | | |
| 100-249 | 104 | | | | 2.9 | 65.4 | 22.1 | 6.7 | 1.9 | 1.0 | | | | | | | | |
| 250-499 | 127 | | | | | 30.7 | 47.2 | 14.2 | 5.5 | 1.6 | 0.8 | | | | | | | |
| 500-999 | 84 | | | | | 15.5 | 40.4 | 31.0 | 8.3 | 3.6 | | 1.2 | | | | | | |
| 1,000-1,499 | 23 | | | 4.3 | | | 34.8 | 43.6 | 13.0 | 4.3 | | | | | | | | |
| 1,500-1,999 | 4 | | | | | 25.0 | | 50.0 | 25.0 | | | | | | | | | |
| 2,000 or more | 7 | | | | | | | 42.8 | 14.4 | 42.8 | | | | | | | | |
| Total | 359 | | | 0.6 | 1.4 | 35.3 | 34.8 | 18.7 | 5.8 | 2.8 | 0.3 | 0.3 | | | | | | |

## TABLE 156

### Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 90.0 | 10.0 | | | | | | | | | | | | | | | |
| 100-249 | 104 | 42.3 | 27.9 | 24.0 | 1.9 | 3.9 | | | | | | | | | | | | |
| 250-499 | 127 | 22.0 | 25.2 | 32.3 | 10.2 | 8.7 | 0.8 | 0.8 | | | | | | | | | | |
| 500-999 | 84 | 3.6 | 3.6 | 33.4 | 11.9 | 28.6 | 5.9 | 10.7 | | 2.3 | | | | | | | | |
| 1,000-1,499 | 23 | | | | 4.4 | 17.3 | 13.0 | 17.3 | 8.7 | 8.7 | 8.7 | 4.4 | 4.4 | 8.7 | 4.4 | | | |
| 1,500-1,999 | 4 | | | | | | | 25.0 | | 50.0 | | | 25.0 | | | | | |
| 2,000 or more | 7 | 14.3 | | | | | | | 14.3 | 28.5 | | | 14.3 | 14.3 | | | | 14.3 |
| Total | 359 | 23.7 | 18.1 | 26.2 | 7.2 | 12.0 | 2.5 | 4.2 | 0.8 | 2.2 | 0.6 | 0.3 | 0.8 | 0.8 | 0.3 | | | 0.3 |

## TABLE 157

### Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | | | 60.0 | 40.0 | | | | | | | | | | | | | |
| 100-249 | 104 | 1.0 | 1.0 | 15.4 | 55.7 | 21.1 | 3.9 | 1.9 | | | | | | | | | | |
| 250-499 | 127 | | | 2.4 | 29.9 | 52.0 | 13.3 | 1.6 | 0.8 | | | | | | | | | |
| 500-999 | 84 | 1.2 | | 1.2 | 10.7 | 46.4 | 26.2 | 10.7 | 3.6 | | | | | | | | | |
| 1,000-1,499 | 23 | | | 4.4 | | 13.0 | 47.8 | 26.0 | 4.4 | 4.4 | | | | | | | | |
| 1,500-1,999 | 4 | | | | | | 25.0 | 50.0 | 25.0 | | | | | | | | | |
| 2,000 or more | 7 | | | | | | 14.3 | 14.3 | 42.8 | 28.6 | | | | | | | | |
| Total | 359 | 0.6 | 0.3 | 7.5 | 30.4 | 36.2 | 15.6 | 6.1 | 2.5 | 0.8 | | | | | | | | |

## TABLE 158

### Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | | | 20.0 | 30.0 | 30.0 | 20.0 | | | | | | | | | | | |
| 100-249 | 104 | | 1.0 | 1.9 | 30.8 | 31.7 | 19.2 | 12.5 | 1.0 | 1.9 | | | | | | | | |
| 250-499 | 127 | | | 0.8 | 10.2 | 20.4 | 36.3 | 22.8 | 6.3 | 1.6 | 1.6 | | | | | | | |
| 500-999 | 84 | | | | 3.6 | 11.9 | 35.7 | 29.8 | 15.4 | 3.6 | | | | | | | | |
| 1,000-1,499 | 23 | | 4.4 | | | 17.4 | 26.0 | 34.8 | 17.4 | | | | | | | | | |
| 1,500-1,999 | 4 | | | | 25.0 | | | | 50.0 | 25.0 | | | | | | | | |
| 2,000 or more | 7 | | | | | | 28.6 | | 14.3 | | 28.5 | 14.3 | 14.3 | | | | | |
| Total | 359 | | 0.6 | 1.4 | 14.5 | 21.2 | 29.5 | 20.8 | 8.1 | 2.2 | 1.1 | 0.3 | 0.3 | | | | | |

## TABLE 159

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | | 10.0 | 30.0 | 60.0 | | | | | | | | | | | | | |
| 100-249 | 104 | | | 7.7 | 22.0 | 38.6 | 23.0 | 7.7 | | 1.0 | | | | | | | | |
| 250-499 | 127 | | | | 3.9 | 27.6 | 38.5 | 27.6 | 2.4 | | | | | | | | | |
| 500-999 | 84 | | | | 1.2 | 4.8 | 25.0 | 50.0 | 17.8 | | 1.2 | | | | | | | |
| 1,000-1,499 | 23 | | | | 4.3 | 4.3 | 26.1 | 26.1 | 34.9 | 4.3 | | | | | | | | |
| 1,500-1,999 | 4 | | | | | | 25.0 | 50.0 | 25.0 | | | | | | | | | |
| 2,000 or more | 7 | | | | | | | 14.3 | 28.6 | 42.8 | | 14.3 | | | | | | |
| Total | 359 | | 0.3 | 3.1 | 10.0 | 22.3 | 28.0 | 26.2 | 8.1 | 1.4 | 0.3 | 0.3 | | | | | | |

## TABLE 160

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 104 | 57.7 | 2.8 | | 15.4 | 23.1 | 1.0 | | | | | | | | | | | |
| 250-499 | 127 | 43.3 | 1.6 | 1.6 | 18.9 | 34.6 | | | | | | | | | | | | |
| 500-999 | 84 | 31.0 | 1.2 | 1.2 | 22.6 | 44.0 | | | | | | | | | | | | |
| 1,000-1,499 | 23 | 43.4 | 4.4 | | 17.4 | 34.8 | | | | | | | | | | | | |
| 1,500-1,999 | 4 | 75.0 | | | | | | 25.0 | | | | | | | | | | |
| 2,000 or more | 7 | 100.0 | | | | | | | | | | | | | | | | |
| Total | 359 | 47.7 | 1.9 | 0.8 | 17.5 | 31.5 | 0.3 | 0.3 | | | | | | | | | | |

## TABLE 161

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 20.0 | 40.0 | 10.0 | 10.0 | 20.0 | | | | | | | | | | | | |
| 100-249 | 104 | 3.9 | 5.8 | 9.6 | 25.0 | 34.6 | 16.4 | 2.8 | 1.9 | | | | | | | | | |
| 250-499 | 127 | | 0.8 | 1.6 | 14.2 | 32.2 | 29.1 | 15.0 | 6.3 | 0.8 | | | | | | | | |
| 500-999 | 84 | | | | 3.6 | 14.3 | 27.4 | 28.6 | 16.7 | 5.9 | 2.3 | 1.2 | | | | | | |
| 1,000-1,499 | 23 | 4.4 | | | | | 13.0 | 17.4 | 17.4 | 8.7 | 21.7 | 13.0 | 4.4 | | | | | |
| 1,500-1,999 | 4 | | | | | | | | 50.0 | 25.0 | | | 25.0 | | | | | |
| 2,000 or more | 7 | | | | | | | 14.3 | 14.3 | | 42.8 | 14.3 | 14.3 | | | | | |
| Total | 359 | 1.9 | 3.1 | 3.6 | 13.4 | 25.4 | 22.3 | 14.2 | 8.6 | 2.5 | 2.8 | 1.4 | 0.8 | | | | | |

## TABLE 162

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 30.0 | 10.0 | 30.0 | 30.0 | | | | | | | | | | | | | |
| 100-249 | 104 | 14.4 | 1.0 | 12.5 | 40.4 | 29.8 | 1.9 | | | | | | | | | | | |
| 250-499 | 127 | 5.5 | | 11.8 | 63.8 | 18.9 | | | | | | | | | | | | |
| 500-999 | 84 | 3.6 | | 14.3 | 41.6 | 40.5 | | | | | | | | | | | | |
| 1,000-1,499 | 23 | | 4.4 | | 47.8 | 47.8 | | | | | | | | | | | | |
| 1,500-1,999 | 4 | | | | 25.0 | | 50.0 | 25.0 | | | | | | | | | | |
| 2,000 or more | 7 | | | | 14.2 | 28.6 | 57.2 | | | | | | | | | | | |
| Total | 359 | 7.8 | 0.8 | 12.0 | 48.5 | 28.4 | 2.2 | 0.3 | | | | | | | | | | |

## TABLE 163

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 80.0 | | 20.0 | | | | | | | | | | | | | | |
| 100-249 | 104 | 77.9 | 5.8 | 4.8 | 7.7 | 3.8 | | | | | | | | | | | | |
| 250-499 | 127 | 55.1 | 3.1 | 11.0 | 20.5 | 9.5 | 0.8 | | | | | | | | | | | |
| 500-999 | 84 | 35.7 | 2.3 | 15.5 | 27.4 | 15.5 | 1.2 | 1.2 | | | | | | 1.2 | | | | |
| 1,000-1,499 | 23 | 13.1 | 8.7 | 8.7 | 26.1 | 8.7 | 21.7 | 4.3 | 8.7 | | | | | | | | | |
| 1,500-1,999 | 4 | 25.0 | | | | 25.0 | | 25.0 | | 25.0 | | | | | | | | |
| 2,000 or more | 7 | | | | | | 42.8 | 14.3 | 28.6 | | | | | | | | | 14.3 |
| Total | 359 | 53.8 | 3.9 | 10.0 | 17.5 | 8.9 | 2.8 | 1.1 | 1.1 | 0.3 | | | | 0.3 | | | | 0.3 |

## TABLE 164

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 104 | 94.2 | 3.9 | 1.9 | | | | | | | | | | | | | | |
| 250-499 | 127 | 85.0 | 4.7 | 2.4 | 3.9 | 0.8 | 0.8 | 1.6 | | | | 0.8 | | | | | | |
| 500-999 | 84 | 72.6 | 11.9 | 5.9 | 3.6 | 2.4 | 1.2 | 2.4 | | | | | | | | | | |
| 1,000-1,499 | 23 | 56.5 | | 8.7 | 8.7 | | | 8.7 | 4.4 | 4.4 | 4.3 | | | | | | | 4.3 |
| 1,500-1,999 | 4 | 50.0 | 25.0 | | | | | | | | | | | | | | | 25.0 |
| 2,000 or more | 7 | 57.1 | 14.3 | | | | | | | 14.3 | | 14.3 | | | | | | |
| Total | 359 | 82.5 | 6.1 | 3.3 | 2.8 | 0.8 | 0.5 | 1.7 | 0.2 | 0.6 | 0.3 | 0.6 | | | | | | 0.6 |

## TABLE 165

### Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 104 | 93.2 | 5.8 | 1.0 | | | | | | | | | | | | | | |
| 250-499 | 127 | 71.6 | 20.5 | 7.9 | | | | | | | | | | | | | | |
| 500-999 | 84 | 50.0 | 19.0 | 26.2 | 3.6 | 1.2 | | | | | | | | | | | | |
| 1,000-1,499 | 23 | 4.3 | 4.3 | 65.4 | 13.0 | 13.0 | | | | | | | | | | | | |
| 1,500-1,999 | 4 | | | | 75.0 | 25.0 | | | | | | | | | | | | |
| 2,000 or more | 7 | | 14.3 | | 71.4 | 14.3 | | | | | | | | | | | | |
| Total | 359 | 67.1 | 13.9 | 13.4 | 3.9 | 1.7 | | | | | | | | | | | | |

## TABLE 166

### Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 10 | 60.0 | 40.0 | | | | | | | | | | | | | | | |
| 100-249 | 104 | 38.5 | 38.5 | 18.2 | 3.8 | 1.0 | | | | | | | | | | | | |
| 250-499 | 127 | 16.5 | 48.8 | 28.3 | 4.0 | 2.4 | | | | | | | | | | | | |
| 500-999 | 84 | 2.4 | 30.9 | 47.6 | 15.5 | 3.6 | | | | | | | | | | | | |
| 1,000-1,499 | 23 | | 26.1 | 26.1 | 30.5 | 8.7 | 4.3 | | | | | 4.3 | | | | | | |
| 1,500-1,999 | 4 | | | 25.0 | | 50.0 | | | | 25.0 | | | | | | | | |
| 2,000 or more | 7 | | | | 14.3 | 14.3 | | | | 28.6 | 14.2 | | | | 28.6 | | | |
| Total | 359 | 19.2 | 38.4 | 28.4 | 8.4 | 3.3 | 0.3 | | | 0.8 | 0.3 | 0.3 | | | 0.6 | | | |

TABLE 167

Number and Per Cent of Kentucky High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 2,498 | 1.7 |
| 21-25 | 4,463 | 3.0 |
| 26-30 | 13,316 | 8.8 |
| 31-35 | 20,699 | 13.8 |
| 36-40 | 27,873 | 18.5 |
| 41-45 | 21,985 | 14.6 |
| 46-50 | 15,623 | 10.4 |
| 51-55 | 16,312 | 10.8 |
| 56-60 | 8,092 | 5.4 |
| 61-65 | 5,577 | 3.7 |
| 66-70 | 2,441 | 1.6 |
| 71-75 | 3,405 | 2.3 |
| 76-80 | 4,752 | 3.1 |
| 86-88 | 3,443 | 2.3 |
| Total | 150,479 | 100.0 |

TABLE 168

Percentage Distribution of Kentucky High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 0.8 | 0.2 | 20.1 | 34.9 | 27.7 | 8.9 | 6.5 | 0.3 | 0.6 |
| Social Studies | | 0.9 | 0.3 | 6.9 | 14.4 | 32.3 | 24.3 | 13.5 | 2.8 | 2.4 | 2.2 |
| Mathematics | | 0.1 | 0.6 | 4.1 | 13.4 | 26.5 | 32.7 | 16.5 | 4.5 | 0.5 | 1.1 |
| Science | 0.6 | 0.1 | 3.1 | 15.7 | 35.5 | 23.3 | 11.9 | 6.7 | 3.1 | | |
| Foreign Languages | 12.2 | 10.8 | 23.0 | 7.7 | 16.0 | 4.2 | 7.7 | 2.6 | 6.1 | 1.4 | 8.3 |
| Art | 44.9 | 15.0 | 23.4 | 11.9 | 4.8 | | | | | | |
| Music | 8.7 | 31.7 | 31.6 | 14.4 | 6.1 | 0.7 | | | 3.9 | 0.6 | 2.3 |
| Home Economics | 4.2 | 0.8 | 9.6 | 45.8 | 32.4 | 6.3 | 0.9 | | | | |
| Agriculture | 45.9 | 1.9 | 0.8 | 17.9 | 32.4 | 0.2 | 0.9 | | | | |
| Industrial Arts | 37.3 | 3.9 | 10.5 | 21.0 | 10.5 | 7.3 | 2.9 | 4.0 | 1.1 | | 1.5 |
| Vocational T and I | 72.0 | 7.9 | 4.5 | 3.8 | 1.0 | 0.9 | 3.0 | 0.9 | 1.8 | 0.9 | 3.3 |
| Business Education | 1.1 | 0.6 | 1.4 | 6.6 | 16.1 | 20.1 | 18.3 | 14.9 | 4.8 | 8.7 | 7.4 |

TABLE 169

Number and Per Cent of Kentucky High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 578 | 444 | 20 | 266 | 102 | 20 | 46.0 | 23.0 | 100.0 |
| 100-249 | 14,782 | 14,861 | 1,662 | 2,515 | 1,456 | 475 | 17.0 | 9.8 | 28.6 |
| 250-499 | 35,985 | 35,349 | 4,854 | 6,770 | 1,766 | 720 | 18.8 | 5.0 | 14.8 |
| 500-999 | 42,304 | 41,658 | 9,440 | 7,447 | 2,183 | 748 | 17.6 | 5.2 | 7.9 |
| 1,000-1,499 | 19,346 | 18,353 | 6,864 | 1,848 | 186 | 230 | 9.6 | 1.0 | 3.4 |
| 1,500-1,999 | 4,283 | 3,381 | 1,556 | | 24 | | | 0.7 | |
| 2,000 or more | 13,702 | 10,420 | 3,810 | 1,658 | 266 | 62 | 12.1 | 2.6 | 1.6 |
| Total | 130,980 | 124,466 | 28,204 | 20,504 | 5,983 | 2,255 | 15.7 | 4.8 | 8.0 |

TABLE 170

Number and Per Cent of Kentucky High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 768 | 658 | 144 | 176 | 137 | | 22.9 | 20.8 | |
| 100-249 | 20,334 | 16,584 | 7,641 | 746 | 879 | 144 | 3.7 | 5.3 | 1.9 |
| 250-499 | 51,214 | 38,202 | 18,673 | 1,938 | 1,477 | 116 | 3.8 | 3.9 | 0.6 |
| 500-999 | 61,394 | 45,543 | 23,689 | 1,978 | 1,395 | 673 | 3.2 | 3.1 | 2.8 |
| 1,000-1,499 | 27,361 | 19,960 | 12,107 | 491 | 507 | 111 | 1.8 | 2.5 | 0.9 |
| 1,500-1,999 | 4,478 | 7,509 | 2,009 | 58 | 155 | | 1.3 | 2.1 | |
| 2,000 or more | 14,545 | 20,562 | 5,366 | | 465 | | | 2.3 | |
| Total | 180,094 | 149,018 | 69,629 | 5,387 | 5,015 | 1,044 | 3.0 | 3.4 | 1.5 |

## TABLE 171

Number and Per Cent of Kentucky High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 52 | | 402 | 14 | | 24 | 26.9 | | 6.0 |
| 100-249 | 1,008 | 44 | 11,640 | 21 | | 558 | 2.1 | | 4.8 |
| 250-499 | 4,701 | 98 | 23,903 | | 14 | 1,092 | | 14.3 | 4.6 |
| 500-999 | 6,005 | 420 | 26,841 | 63 | 183 | 1,026 | 1.0 | 43.6 | 3.8 |
| 1,000-1,499 | 3,759 | 1,298 | 11,380 | | | | | | |
| 1,500-1,999 | 1,392 | 1,071 | 2,432 | | | | | | |
| 2,000 or more | 11,613 | 229 | 7,448 | | 48 | 412 | | 21.0 | 5.5 |
| Total | 21,530 | 3,160 | 84,046 | 98 | 245 | 3,112 | 0.5 | 7.8 | 3.7 |

* Includes distributive education, trades and industries, day trades, and diversified occupations.

## TABLE 172

Number and Per Cent of Kentucky High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | | 242 | 261 | | | | | | |
| 100-249 | 2,392 | 5,067 | 5,114 | 7 | 31 | 36 | 3 | 0.6 | 0.7 |
| 250-499 | 5,053 | 10,837 | 9,091 | 25 | | 437 | 0.5 | | 4.8 |
| 500-999 | 4,976 | 10,746 | 11,894 | 45 | | 143 | 0.9 | | 1.2 |
| 1,000-1,499 | 1,092 | 4,622 | 5,507 | | | | | | |
| 1,500-1,999 | | 1,195 | 1,656 | | | | | | |
| 2,000 or more | 46 | 2,968 | 4,763 | | | | | | |
| Total | 13,559 | 35,677 | 38,286 | 77 | 31 | 616 | 0.6 | 0.1 | 1.5 |

## TABLE 173

Per Cent of Classes in Kentucky High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 210 | 18.1 | 34.8 | 21.0 | 13.3 | 6.2 | 4.3 | 0.4 | 1.9 |
| 100-249 | 4,466 | 7.6 | 17.6 | 18.7 | 18.6 | 16.6 | 11.3 | 5.2 | 4.4 |
| 250-499 | 9,525 | 4.4 | 10.6 | 14.0 | 18.8 | 24.7 | 18.9 | 5.8 | 2.8 |
| 500-999 | 11,030 | 2.5 | 7.2 | 11.9 | 19.9 | 31.4 | 20.7 | 4.2 | 2.2 |
| 1,000-1,499 | 5,038 | 2.7 | 5.3 | 10.2 | 18.4 | 36.8 | 20.2 | 3.2 | 3.2 |
| 1,500-1,999 | 1,182 | 0.6 | 4.0 | 11.8 | 18.8 | 36.8 | 24.4 | 1.5 | 2.1 |
| 2,000 or more | 3,340 | 1.3 | 4.4 | 9.0 | 16.4 | 35.1 | 27.6 | 2.8 | 3.4 |
| Total | 34,791 | 3.6 | 9.0 | 12.9 | 18.? | 28.8 | 19.6 | 4.4 | 2.9 |

TABLE 174

Per Cent of Classes in Kentucky High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 6,632 | 1.1 | 3.7 | 8.7 | 21.0 | 35.4 | 24.3 | 4.5 | 1.3 |
| Mathematics | 4,912 | 2.9 | 5.7 | 9.7 | 17.1 | 33.5 | 24.6 | 5.0 | 1.5 |
| Science | 4,575 | 1.7 | 4.9 | 8.1 | 18.0 | 35.2 | 25.9 | 4.4 | 1.8 |
| Social Studies | 5,304 | 0.7 | 3.4 | 7.0 | 17.3 | 35.8 | 27.5 | 5.7 | 2.6 |
| Foreign Languages | 1,310 | 8.9 | 13.7 | 19.3 | 23.6 | 24.4 | 9.0 | 1.0 | 0.1 |
| Physical Education | 3,008 | 2.8 | 8.0 | 11.3 | 14.7 | 26.8 | 18.6 | 8.7 | 9.1 |
| Music | 1,329 | 9.9 | 12.0 | 11.7 | 11.2 | 15.9 | 9.9 | 5.6 | 23.8 |
| Art | 547 | 5.8 | 11.2 | 17.5 | 25.2 | 23.8 | 13.7 | 2.4 | 0.4 |
| Business Education | 2,943 | 4.6 | 12.1 | 16.4 | 22.1 | 25.9 | 14.6 | 3.6 | 0.7 |
| Home Economics | 2,057 | 9.2 | 29.0 | 33.0 | 22.8 | 4.8 | 1.0 | 0.1 | 0.1 |
| Agriculture | 865 | 15.1 | 38.2 | 29.4 | 11.3 | 5.1 | 0.5 | 0.2 | 0.2 |
| Industrial Arts | 1,106 | 5.7 | 20.3 | 31.9 | 26.4 | 12.7 | 2.5 | | 0.5 |
| Vocational | 203 | 24.1 | 20.7 | 37.9 | 9.9 | 6.9 | 0.5 | | |
| Total | 34,791 | 3.6 | 9.0 | 12.9 | 18.8 | 28.8 | 19.6 | 4.4 | 2.9 |

TABLE 175

Number and Per Cent of Kentucky High School Graduates Entering College

| School size (Pupils enrolled) | Number of high schools | Number of graduates | Graduates entering college | Per cent |
|---|---|---|---|---|
| 99 or fewer | 10 | 88 | 20 | 22.7 |
| 100-249 | 104 | 2,525 | 655 | 25.9 |
| 250-499 | 127 | 6,390 | 1,837 | 28.7 |
| 500-999 | 84 | 7,415 | 2,551 | 34.4 |
| 1,000-1,499 | 23 | 4,253 | 1,922 | 45.2 |
| 1,500-1,999 | 4 | 804 | 314 | 39.0 |
| 2,000 or more | 7 | 1,825 | 745 | 40.8 |
| Total | 359 | 23,300 | 8,044 | 34.5 |

TABLE 176

Number and Per Cent of Louisiana High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 55 | 13.5 | | | | | | | 55 | 11.0 |
| 100-249 | 169 | 41.5 | | | 1 | 2.0 | | | 170 | 33.9 |
| 250-499 | 118 | 29.0 | 12 | 54.6 | 14 | 28.6 | 2 | 8.7 | 146 | 29.1 |
| 500-999 | 55 | 13.5 | 7 | 31.8 | 20 | 40.8 | 8 | 34.8 | 90 | 18.0 |
| 1,000-1,499 | 8 | 2.0 | 3 | 13.6 | 9 | 18.4 | 6 | 26.1 | 26 | 5.2 |
| 1,500-1,999 | 1 | 0.3 | | | 4 | 8.2 | 7 | 30.4 | 12 | 2.4 |
| 2,000 or more | | | | | 1 | 2.0 | | | 2 | 0.4 |
| Total | 407 | 100.0 | 22 | 100.0 | 49 | 100.0 | 23 | 100.0 | 501 | 100.0 |

TABLE 177

Pupil Enrollment in Louisiana High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 3,961 | | | | 3,961 |
| 100-249 | 28,098 | | 226 | | 28,324 |
| 250-499 | 40,814 | 4,665 | 5,744 | 813 | 52,036 |
| 500-999 | 36,183 | 4,918 | 14,107 | 6,448 | 61,656 |
| 1,000-1,499 | 9,023 | 3,393 | 11,467 | 7,801 | 31,684 |
| 1,500-1,999 | 1,670 | | 9,067 | 11,988 | 22,725 |
| 2,000 or more | 2,071 | | 3,106 | | 5,177 |
| Total | 121,820 | 12,976 | 43,717 | 27,050 | 205,563 |

TABLE 178

College Training of Louisiana High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 297 | 75 | 25.3 | 212 | 71.4 | 10 | 3.3 | 55 | 47 | 81.8 | 8 | 18.2 |
| 100-249 | 1,620 | 440 | 27.2 | 1,130 | 69.8 | 50 | 3.0 | 170 | 139 | 81.8 | 31 | 18.2 |
| 250-499 | 2,431 | 621 | 25.5 | 1,739 | 71.5 | 71 | 3.0 | 146 | 128 | 87.0 | 18 | 13.0 |
| 500-999 | 2,614 | 715 | 27.4 | 1,851 | 70.8 | 48 | 1.8 | 90 | 83 | 92.2 | 7 | 7.8 |
| 1,000-1,499 | 1,295 | 426 | 32.9 | 858 | 66.3 | 11 | 0.8 | 26 | 24 | 92.3 | 2 | 7.7 |
| 1,500-1,999 | 881 | 312 | 35.4 | 553 | 62.8 | 16 | 1.8 | 12 | 12 | 100.0 | | |
| 2,000 or more | 161 | 56 | 34.8 | 103 | 64.0 | 2 | 1.2 | 2 | 2 | 100.0 | | |
| Total | 9,299 | 2,645 | 28.4 | 6,446 | 69.3 | 208 | 2.3 | 501 | 435 | 86.2 | 66 | 13.8 |

TABLE 179

College Training of Louisiana High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 16 | 4 | 25.0 | 12 | 75.0 | | | 2 | 1 | 50.0 | 1 | 50.0 |
| 100-249 | 68 | 20 | 29.4 | 47 | 69.1 | 1 | 1.5 | 15 | 11 | 73.3 | 4 | 26.7 |
| 250-499 | 78 | 20 | 25.6 | 55 | 70.5 | 3 | 3.9 | 26 | 17 | 65.4 | 9 | 34.6 |
| 500-999 | 35 | 10 | 28.6 | 25 | 71.4 | | | 29 | 22 | 75.9 | 7 | 24.1 |
| 1,000-1,499 | 17 | 4 | 23.5 | 13 | 76.5 | | | 18 | 12 | 66.7 | 6 | 33.3 |
| 1,500-1,999 | 15 | 6 | 40.0 | 9 | 60.0 | | | 21 | 18 | 85.7 | 3 | 14.3 |
| 2,000 or more | 2 | | | 2 | 100.0 | | | 1 | 1 | 100.0 | | |
| Total | 231 | 64 | 27.7 | 163 | 70.6 | 4 | 1.7 | 112 | 82 | 73.2 | 30 | 26.8 |

TABLE 180

Number and Per Cent of Louisiana High School Teachers Holding Degrees from Louisiana Colleges, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from Louisiana Colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 297 | 276 | 92.9 |
| 100-249 | 1,620 | 1,424 | 87.9 |
| 250-499 | 2,431 | 2,117 | 87.1 |
| 500-999 | 2,614 | 2,329 | 89.1 |
| 1,000-1,499 | 1,295 | 1,135 | 87.6 |
| 1,500-1,999 | 881 | 699 | 79.3 |
| 2,000 or more | 161 | 144 | 89.4 |
| Total | 9,299 | 8,124 | 87.4 |

TABLE 181

Per Cent of Louisiana High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 2 years | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 297 | 6.7 | 5.4 | 5.4 | 4.0 | 4.7 | 19.2 | 20.2 | 14.5 | 19.9 |
| 100-249 | 1,620 | 6.2 | 6.4 | 5.0 | 6.4 | 5.3 | 21.1 | 16.8 | 12.2 | 20.6 |
| 250-499 | 2,431 | 8.0 | 6.9 | 5.2 | 6.1 | 5.8 | 21.8 | 17.2 | 10.1 | 18.9 |
| 500-999 | 2,614 | 6.9 | 6.4 | 5.8 | 5.9 | 5.7 | 21.5 | 19.6 | 10.5 | 17.7 |
| 1,000-1,499 | 1,295 | 7.3 | 7.8 | 6.4 | 5.7 | 6.3 | 20.6 | 17.5 | 9.6 | 18.8 |
| 1,500-1,999 | 881 | 7.9 | 6.6 | 6.2 | 6.0 | 5.2 | 20.5 | 13.8 | 7.5 | 26.3 |
| 2,000 or more | 161 | 8.1 | 7.5 | 5.6 | 7.5 | 6.8 | 16.0 | 15.5 | 7.5 | 25.5 |
| Total | 9,299 | 7.2 | 6.7 | 5.6 | 6.0 | 5.7 | 21.2 | 17.6 | 10.3 | 19.7 |

## TABLE 182

### Per Cent of Louisiana High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 55 | 3.6 | 14.5 | 16.4 | 16.4 | 49.1 |
| 100-249 | 170 | 0.6 | 5.9 | 24.7 | 16.5 | 52.3 |
| 250-499 | 146 | | 2.7 | 23.3 | 17.1 | 56.9 |
| 500-999 | 90 | | 1.1 | 11.1 | 11.1 | 76.7 |
| 1,000-1,499 | 26 | | | 7.7 | 26.9 | 65.4 |
| 1,500-1,999 | 12 | | | 8.3 | 16.7 | 75.0 |
| 2,000 or more | 2 | | | | | 100.0 |
| Total | 501 | 0.6 | 4.6 | 19.6 | 16.2 | 59.0 |

## TABLE 183

### Sex of Louisiana High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 297 | 132 | 44.4 | 165 | 55.6 | 55 | 52 | 94.5 | 3 | 5.5 |
| 100-249 | 1,620 | 790 | 48.8 | 830 | 51.2 | 170 | 164 | 96.5 | 6 | 3.5 |
| 250-499 | 2,431 | 1,195 | 49.2 | 1,236 | 50.8 | 146 | 136 | 93.2 | 10 | 6.8 |
| 500-999 | 2,614 | 1,238 | 47.4 | 1,376 | 52.6 | 90 | 87 | 96.7 | 3 | 3.3 |
| 1,000-1,499 | 1,295 | 585 | 45.2 | 710 | 54.8 | 26 | 25 | 96.2 | 1 | 3.8 |
| 1,500-1,999 | 881 | 384 | 43.6 | 497 | 56.4 | 12 | 12 | 100.0 | | |
| 2,000 or more | 161 | 59 | 36.6 | 102 | 63.4 | 2 | 2 | 100.0 | | |
| Total | 9,299 | 4,383 | 47.1 | 4,916 | 52.9 | 501 | 488 | 95.4 | 23 | 4.6 |

## TABLE 184

### Annual Salaries of Louisiana High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 297 | 0.7 | | 4.7 | 10.8 | 9.4 | 12.3 | 7.1 | 31.0 | 12.8 | 3.4 | 3.4 | 4.4 |
| 100-249 | 1,620 | 0.4 | 0.5 | 6.8 | 12.4 | 9.6 | 11.0 | 8.0 | 24.3 | 14.3 | 3.6 | 4.8 | 4.3 |
| 250-499 | 2,431 | 0.4 | 0.5 | 7.7 | 14.6 | 11.2 | 10.7 | 8.6 | 23.2 | 13.3 | 4.6 | 2.4 | 2.8 |
| 500-999 | 2,614 | 0.2 | 0.2 | 6.9 | 15.8 | 10.5 | 11.3 | 9.2 | 22.6 | 13.0 | 5.6 | 1.8 | 2.9 |
| 1,00-1,499 | 1,295 | 0.2 | 0.2 | 3.1 | 17.7 | 12.7 | 9.7 | 9.4 | 17.9 | 12.1 | 11.4 | 2.5 | 3.1 |
| 1,500-1,999 | 881 | | | 1.6 | 23.7 | 11.8 | 8.1 | 10.3 | 18.7 | 5.6 | 15.9 | 1.9 | 2.4 |
| 2,000 or more | 161 | | 0.6 | 7.5 | 16.1 | 9.9 | 10.6 | 7.5 | 19.8 | 5.6 | 17.4 | 2.5 | 2.5 |
| Total | 9,299 | 0.3 | 0.3 | 6.1 | 15.8 | 10.9 | 10.6 | 8.9 | 22.1 | 12.3 | 6.9 | 2.7 | 3.1 |

## TABLE 185

### Annual Salaries of Louisiana High School Principals, by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 55 | | | | | 3.6 | 5.5 | 5.5 | 12.7 | 27.3 | 10.9 | 23.6 | 9.1 | 1.8 | |
| 100-249 | 170 | | | | | | 2.4 | 4.7 | 8.8 | 12.9 | 17.1 | 33.5 | 17.6 | 2.4 | 0.6 |
| 250-499 | 146 | | 0.7 | | | | 1.4 | 4.1 | 8.2 | 14.4 | 13.7 | 30.8 | 15.8 | 8.9 | 2.0 |
| 500-999 | 90 | | | | 1.1 | | | 2.2 | 4.5 | 5.6 | 11.1 | 24.4 | 23.3 | 10.0 | 17.8 |
| 1,000-1,499 | 26 | | | | | | | | | 3.8 | | | 30.8 | 11.6 | 53.8 |
| 1,500-1,999 | 12 | | | | | | | | | | | | 16.7 | 25.0 | 58.3 |
| 2,000 or more | 2 | | | | | | | | | | | 50.0 | | | 50.0 |
| Total | 501 | | 0.2 | | 0.2 | 0.4 | 1.8 | 3.8 | 7.6 | 12.6 | 13.0 | 27.7 | 17.7 | 6.6 | 8.4 |

## TABLE 186

### Percentage Distribution of Louisiana Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 55 | 3.6 | 12.7 | 25.5 | 43.7 | 14.5 | | | | | | | | | |
| 100-249 | 169 | 0.6 | 10.7 | 36.1 | 16.6 | 33.0 | 3.0 | | | | | | | | |
| 250-499 | 118 | | 11.9 | 16.9 | 25.4 | 29.7 | 14.4 | 1.7 | | | | | | | |
| 500-999 | 55 | | 5.5 | 10.9 | 23.6 | 25.5 | 23.6 | 7.3 | 3.6 | | | | | | |
| 1,000-1,499 | 8 | | | 37.5 | | 12.5 | | | 25.0 | 12.5 | | 12.5 | | | |
| 1,500-1,999 | 1 | | | | | | | | 100.0 | | | | | | |
| 2,000 or more | 1 | | | | | | 100.0 | | | | | | | | |
| Total | 407 | 0.7 | 10.3 | 25.7 | 23.3 | 28.1 | 8.8 | 1.5 | 1.2 | 0.2 | | 0.2 | | | |

## TABLE 187

### Percentage Distribution of Louisiana Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 12 | | | | 50.0 | 16.7 | 25.0 | | | | | 8.3 | | | |
| 500-999 | 7 | | | 28.6 | | 28.6 | 14.3 | 14.2 | 14.3 | | | | | | |
| 1,000-1,499 | 3 | | | | | 33.3 | | | | 33.4 | | 33.3 | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 22 | | | 9.1 | 27.3 | 22.7 | 18.3 | 4.5 | 4.5 | 4.5 | | 9.1 | | | |

## TABLE 188

Percentage Distribution of Louisiana Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 1 | | | | | 100.0 | | | | | | | | | |
| 250-499 | 14 | | 14.3 | | 14.3 | 28.6 | 28.5 | 14.3 | | | | | | | |
| 500-999 | 20 | | | | 5.0 | 15.0 | 10.0 | 30.0 | 25.0 | 5.0 | 5.0 | | 5.0 | | |
| 1,000-1,499 | 9 | | | | | 11.1 | 44.5 | | 11.1 | 11.1 | | 11.1 | | 11.1 | |
| 1,500-1,999 | 4 | | | | | | | | 25.0 | 25.0 | | | | | 50.0 |
| 2,000 or more | 1 | | | | | | | | | | | 100.0 | | | |
| Total | 49 | | 4.1 | | 6.1 | 18.4 | 20.5 | 16.3 | 14.3 | 6.1 | 2.0 | 4.1 | 2.0 | 2.0 | 4.1 |

## TABLE 189

Percentage Distribution of Louisiana Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 2 | | | 50.0 | | | | | | 50.0 | | | | | |
| 500-999 | 8 | | | | | 12.5 | 25.0 | 37.5 | 25.0 | | | | | | |
| 1,000-1,499 | 6 | | | | | | 16.7 | 16.7 | | | 33.2 | 16.7 | | 16.7 | |
| 1,500-1,999 | 7 | | | | | | | | 14.3 | | | 14.3 | 14.3 | 14.3 | 42.8 |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 23 | | | 4.3 | | 4.3 | 13.1 | 17.4 | 13.1 | 4.3 | 8.7 | 8.7 | 4.3 | 8.7 | 13.1 |

## TABLE 190

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | | | | | 58.2 | 27.3 | 12.7 | | 1.8 | | | | | | | | |
| 100-249 | 170 | | | | 0.6 | 81.7 | 13.0 | 3.5 | 1.2 | | | | | | | | | |
| 250-499 | 146 | | | | 2.1 | 63.0 | 26.0 | 8.2 | 0.7 | | | | | | | | | |
| 500-999 | 90 | | | | 1.1 | 35.6 | 33.3 | 17.8 | 8.9 | 1.1 | 1.1 | 1.1 | | | | | | |
| 1,000-1,499 | 26 | | | | | 7.7 | 26.9 | 15.4 | 23.1 | 15.4 | 11.5 | | | | | | | |
| 1,500-1,999 | 12 | | | | | | 8.3 | 8.3 | 16.7 | 41.7 | 25.0 | | | | | | | |
| 2,000 or more | 2 | | | | | | | 50.0 | | | 50.0 | | | | | | | |
| Total | 501 | | | | 1.0 | 59.2 | 22.6 | 9.4 | 3.8 | 2.2 | 1.6 | 0.2 | | | | | | |

## TABLE 191

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 87.3 | 7.3 | 3.6 | 1.8 | | | | | | | | | | | | | |
| 100-249 | 170 | 78.2 | 5.9 | 11.2 | 4.1 | 0.6 | | | | | | | | | | | | |
| 250-499 | 146 | 47.3 | 17.8 | 24.6 | 4.1 | 3.4 | 0.7 | 0.7 | 0.7 | | | | | | | | 0.7 | |
| 500-999 | 90 | 24.5 | 11.1 | 37.8 | 2.2 | 13.3 | 2.2 | 6.7 | | | 2.2 | | | | | | | |
| 1,000-1,499 | 26 | 3.8 | | 23.1 | 11.5 | 11.5 | 3.8 | 19.4 | 3.8 | 11.5 | | 3.8 | | | | 7.8 | | |
| 1,500-1,999 | 12 | | | | | 8.3 | 8.3 | 16.7 | 25.1 | 8.3 | 16.7 | | | 8.3 | | 8.3 | | |
| 2,000 or more | 2 | | | | 50.0 | | | | | | | | 50.0 | | | | | |
| Total | 501 | 54.5 | 10.0 | 19.4 | 4.0 | 4.4 | 1.0 | 2.7 | 1.0 | 0.8 | 0.8 | 0.2 | 0.2 | 0.2 | | 0.6 | 0.2 | |

## TABLE 192

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | | | 3.6 | 23.6 | 38.2 | 18.2 | 14.6 | 1.8 | | | | | | | | | |
| 100-249 | 170 | | 0.6 | 5.9 | 43.5 | 21.8 | 27.0 | 1.2 | | | | | | | | | | |
| 250-499 | 146 | | | 3.4 | 35.6 | 41.8 | 17.8 | 1.4 | | | | | | | | | | |
| 500-999 | 90 | 1.1 | | 2.2 | 23.4 | 70.0 | 1.1 | | 2.2 | | | | | | | | | |
| 1,000-1,499 | 26 | | | | 11.5 | 88.5 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | | | | | 100.0 | | | | | | | | | | | | |
| 2,000 or more | 2 | | | | | 50.0 | 50.0 | | | | | | | | | | | |
| Total | 501 | 0.2 | 0.2 | 3.8 | 32.5 | 43.7 | 16.6 | 2.4 | 0.6 | | | | | | | | | |

## TABLE 193

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | | | 7.3 | 14.6 | 27.2 | 23.6 | 14.6 | 7.3 | 3.6 | 1.8 | | | | | | | |
| 100-249 | 170 | | 0.6 | 10.6 | 32.3 | 30.6 | 17.0 | 6.5 | 0.6 | 1.8 | | | | | | | | |
| 250-499 | 146 | | | 14.4 | 34.2 | 39.7 | 6.2 | 4.1 | 1.4 | | | | | | | | | |
| 500-999 | 90 | 1.1 | | 5.6 | 23.4 | 47.8 | 15.5 | 4.4 | 1.1 | | 1.1 | | | | | | | |
| 1,000-1,499 | 26 | | | | 15.4 | 30.8 | 50.0 | 3.8 | | | | | | | | | | |
| 1,500-1,999 | 12 | | | | | 8.3 | 58.4 | 25.0 | | 8.3 | | | | | | | | |
| 2,000 or more | 2 | | | | | | 50.0 | 50.0 | | | | | | | | | | |
| Total | 501 | 0.2 | 0.2 | 9.6 | 27.5 | 35.3 | 17.2 | 6.8 | 1.6 | 1.2 | 0.4 | | | | | | | |

## TABLE 194

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | | | | 9.1 | 18.2 | 21.8 | 27.2 | 12.7 | 5.5 | 5.5 | | | | | | | |
| 100-249 | 170 | | | 1.2 | 12.9 | 27.6 | 22.5 | 19.4 | 12.9 | 2.9 | 0.6 | | | | | | | |
| 250-499 | 146 | | | 0.7 | 14.4 | 19.2 | 37.6 | 23.3 | 3.4 | 0.7 | | 0.7 | | | | | | |
| 500-999 | 90 | | | 2.2 | 4.4 | 17.9 | 30.0 | 40.0 | 4.4 | | | 1.1 | | | | | | |
| 1,000-1,499 | 26 | | | | 3.8 | 3.8 | 19.3 | 57.8 | 11.5 | 3.8 | | | | | | | | |
| 1,500-1,999 | 12 | | | | | | 16.7 | 41.6 | 25.0 | 16.7 | | | | | | | | |
| 2,000 or more | 2 | | | | | | | 50.0 | 50.0 | | | | | | | | | |
| Total | 501 | | | 1.0 | 10.6 | 20.4 | 27.7 | 27.7 | 9.0 | 2.4 | 0.8 | 0.4 | | | | | | |

## TABLE 195

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 47.3 | 3.6 | 1.8 | | 36.4 | 7.3 | 3.6 | | | | | | | | | | |
| 100-249 | 170 | 35.3 | | 0.6 | 1.2 | 51.2 | 10.0 | 1.7 | | | | | | | | | | |
| 250-499 | 146 | 42.5 | | 0.7 | 2.7 | 50.7 | 3.4 | | | | | | | | | | | |
| 500-999 | 90 | 42.3 | 1.1 | 1.1 | 2.2 | 51.1 | 2.2 | | | | | | | | | | | |
| 1,000-1,499 | 26 | 88.5 | | | | 7.7 | 3.8 | | | | | | | | | | | |
| 1,500-1,999 | 12 | 75.1 | | 8.3 | 8.3 | | | 8.3 | | | | | | | | | | |
| 2,000 or more | 2 | 100.0 | | | | | | | | | | | | | | | | |
| Total | 501 | 43.9 | 0.6 | 1.0 | 1.8 | 45.7 | 5.8 | 1.2 | | | | | | | | | | |

## TABLE 196

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 3.6 | 20.0 | 16.4 | 25.5 | 9.1 | 12.7 | 7.3 | 3.6 | 1.8 | | | | | | | | |
| 100-249 | 170 | 13.0 | 4.7 | 15.3 | 25.9 | 18.8 | 10.6 | 7.6 | 3.5 | 0.6 | | | | | | | | |
| 250-499 | 146 | 9.6 | 2.0 | 11.6 | 28.8 | 30.1 | 11.0 | 6.2 | 0.7 | | | | | | | | | |
| 500-999 | 90 | 6.7 | 2.2 | 3.3 | 25.6 | 27.8 | 18.9 | 11.1 | 3.3 | 1.1 | | | | | | | | |
| 1,000-1,499 | 26 | | 3.8 | 11.6 | | 26.9 | 26.9 | 15.4 | 11.6 | | | | | | | 3.8 | | |
| 1,500-1,999 | 12 | | | | | 8.3 | 33.3 | | 33.3 | 16.8 | | 8.3 | | | | | | |
| 2,000 or more | 2 | | | | | 50.0 | 50.0 | | | | | | | | | | | |
| Total | 501 | 8.8 | 5.0 | 11.6 | 24.5 | 22.9 | 14.0 | 8.0 | 3.8 | 1.0 | | 0.2 | | | | 0.2 | | |

## TABLE 197

### Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 18.2 | | 1.8 | | 45.5 | 20.0 | 14.5 | | | | | | | | | | |
| 100-249 | 170 | | 0.6 | 0.6 | 5.3 | 69.4 | 21.2 | 2.9 | | | | | | | | | | |
| 250-499 | 146 | 0.7 | | 2.0 | 10.3 | 74.0 | 13.0 | | | | | | | | | | | |
| 500-999 | 90 | 2.2 | 1.1 | 3.3 | 8.9 | 66.7 | 15.5 | 2.3 | | | | | | | | | | |
| 1,000-1,499 | 26 | | | 7.7 | 3.9 | 76.9 | 11.5 | | | | | | | | | | | |
| 1,500-1,999 | 12 | | | 8.3 | 8.3 | 66.8 | 8.3 | 8.3 | | | | | | | | | | |
| 2,000 or more | 2 | | | | | 100.0 | | | | | | | | | | | | |
| Total | 501 | 2.6 | 0.4 | 2.2 | 6.8 | 68.0 | 16.8 | 3.2 | | | | | | | | | | |

## TABLE 198

### Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 85.5 | | 3.6 | 1.8 | 5.5 | 1.8 | 1.8 | | | | | | | | | | |
| 100-249 | 170 | 82.9 | 1.8 | 1.8 | 2.9 | 10.0 | 0.6 | | | | | | | | | | | |
| 250-499 | 146 | 51.4 | 3.4 | 3.4 | 5.5 | 33.6 | 2.0 | 0.7 | | | | | | | | | | |
| 500-999 | 90 | 24.5 | 4.4 | 11.1 | 10.0 | 44.5 | 3.3 | 1.1 | 1.1 | | | | | | | | | |
| 1,000-1,499 | 26 | 7.7 | 3.8 | 3.8 | 11.5 | 42.3 | 19.2 | 3.9 | | 3.9 | | | | | | | | 3.9 |
| 1,500-1,999 | 12 | 16.7 | | | 8.3 | 16.7 | 16.7 | | | 16.7 | | | | 8.3 | 8.3 | | | 8.3 |
| 2,000 or more | 2 | | | | | 50.0 | 50.0 | | | | | | | | | | | |
| Total | 501 | 57.7 | 2.6 | 4.2 | 5.4 | 24.6 | 3.2 | 0.8 | 0.2 | 0.6 | | | | 0.2 | 0.2 | | | 0.3 |

## TABLE 199

### Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 170 | 92.4 | | 0.6 | | 0.6 | | 6.4 | | | | | | | | | | |
| 250-499 | 146 | 82.1 | | 1.4 | | 5.5 | | 7.5 | | 0.7 | | | 0.7 | 1.4 | | | | 0.7 |
| 500-999 | 90 | 73.3 | | 5.6 | | 12.2 | | 7.8 | | 1.1 | | | | | | | | |
| 1,000-1,499 | 26 | 65.5 | | 7.7 | | 7.7 | | 7.7 | | 3.8 | | | | 3.8 | | 3.8 | | |
| 1,500-1,999 | 12 | 50.0 | | 8.3 | | 8.3 | | | | | | | | 8.4 | | | | 25.0 |
| 2,000 or more | 2 | | | | 50.0 | | | 50.0 | | | | | | | | | | |
| Total | 501 | 84.0 | | 2.2 | 0.2 | 4.6 | | 6.4 | | 0.6 | | | 0.2 | 0.8 | | 0.2 | | 0.8 |

## TABLE 200

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enroiled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 170 | 100.0 | | | | | | | | | | | | | | | | |
| 250-499 | 146 | 94.5 | 2.7 | 0.7 | 1.4 | 0.7 | | | | | | | | | | | | |
| 500-999 | 90 | 76.6 | 5.6 | 7.8 | 2.2 | 6.7 | 1.1 | | | | | | | | | | | |
| 1,000-1,499 | 26 | 42.4 | 3.8 | 11.5 | 7.7 | 34.6 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | | 8.3 | 8.3 | 25.0 | 50.0 | 8.4 | | | | | | | | | | | |
| 2,000 or more | 2 | | | 50.0 | | 50.0 | | | | | | | | | | | | |
| Total | 501 | 88.4 | 2.2 | 2.6 | 1.8 | 4.6 | 0.4 | | | | | | | | | | | |

## TABLE 201

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 55 | 51.0 | 23.6 | 21.8 | | 3.6 | | | | | | | | | | | | |
| 100-249 | 170 | 29.4 | 27.1 | 22.9 | 3.5 | 13.5 | 2.4 | | | 1.2 | | | | | | | | |
| 250-499 | 146 | 6.8 | 17.8 | 13.0 | 5.5 | 39.1 | 5.5 | 6.8 | 0.7 | 4.8 | | | | | | | | |
| 500-999 | 90 | 2.2 | 15.6 | 10.0 | 5.6 | 32.2 | 6.7 | 10.0 | 3.3 | 11.1 | 1.1 | | | 2.2 | | | | |
| 1,000-1,499 | 26 | | 3.8 | 3.8 | 3.8 | 42.6 | 3.8 | 11.5 | 3.8 | 26.9 | | | | | | | | |
| 1,500-1,999 | 12 | | | | 16.7 | 25.0 | | | | 50.0 | | | | 8.3 | | | | |
| 2,000 or more | 2 | | | | | 50.0 | | | 50.0 | | | | | | | | | |
| Total | 501 | 18.0 | 20.0 | 16.0 | 4.4 | 25.0 | 3.8 | 4.4 | 1.2 | 6.4 | 0.2 | | | 0.6 | | | | |

TABLE 202

Number and Per Cent of Louisiana High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 229 | 0.1 |
| 21-25 | 7,055 | 4.6 |
| 26-30 | 16,629 | 10.8 |
| 31-35 | 21,521 | 14.0 |
| 36-40 | 25,876 | 16.8 |
| 41-45 | 23,545 | 15.2 |
| 46-50 | 11,610 | 7.5 |
| 51-55 | 14,244 | 9.2 |
| 56-60 | 5,851 | 3.8 |
| 61-65 | 3,647 | 2.3 |
| 66-70 | 8,425 | 5.5 |
| 71-75 | 2,196 | 1.4 |
| 76-80 | 4,496 | 2.9 |
| 81-85 | 1,790 | 1.2 |
| 86-90 | 1,816 | 1.2 |
| 95 | 1,939 | 1.3 |
| 100 | 1,669 | 1.1 |
| 113 | 1,689 | 1.1 |
| Total | 154,227 | 100.0 |

TABLE 203

Percentage Distribution of Louisiana High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | | 0.5 | 34.2 | 24.3 | 13.5 | 9.9 | 9.8 | 7.4 | 0.4 |
| Social Studies | 0.1 | 0.1 | 5.8 | 21.0 | 36.6 | 26.3 | 7.5 | 0.7 | 1.5 | 0.4 | |
| Mathematics | | | 0.7 | 5.9 | 13.2 | 26.4 | 39.5 | 9.9 | 3.8 | 0.1 | 0.5 |
| Science | 0.1 | 0.1 | 2.0 | 21.2 | 68.2 | 7.1 | 0.6 | 0.7 | | | |
| Foreign Languages | 26.4 | 7.9 | 22.5 | 4.3 | 9.9 | 2.5 | 9.5 | 4.4 | 3.4 | 3.1 | 6.1 |
| Art | 63.1 | 3.9 | 7.6 | 6.6 | 17.2 | 1.6 | | | | | |
| Music | 6.1 | 11.6 | 9.3 | 5.7 | 32.4 | 4.0 | 7.3 | 3.9 | 16.8 | 0.6 | 2.3 |
| Home Economics | 0.8 | 0.5 | 3.7 | 7.4 | 70.2 | 15.1 | 2.3 | | | | |
| Agriculture | 56.5 | 0.3 | 1.7 | 2.9 | 34.5 | 2.8 | 1.3 | | | | |
| Industrial Arts | 31.9 | 2.5 | 5.3 | 9.4 | 32.5 | 9.4 | 1.4 | 0.4 | 2.9 | | 4.3 |
| Vocational T and I | 70.1 | | 5.5 | | 8.0 | | 8.4 | | 1.4 | | 6.6 |
| Business Education | 5.3 | 2.3 | 7.1 | 17.1 | 26.3 | 20.2 | 8.8 | 8.3 | 2.7 | | 1.9 |

204

Number and Per Cent of Louisiana High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 3,365 | 2,933 | 69 | 508 | 681 | 13 | 15.1 | 23.2 | 18.8 |
| 100-249 | 23,387 | 21,571 | 652 | 1,765 | 3,063 | 39 | 7.5 | 14.2 | 6.0 |
| 250-499 | 42,113 | 40,235 | 2,899 | 2,258 | 4,096 | 234 | 5.4 | 1.0 | 8.1 |
| 500-999 | 48,666 | 45,458 | 7,717 | 976 | 2,258 | 511 | 2.0 | 4.9 | 6.6 |
| 1,000-1,499 | 24,935 | 22,827 | 6,064 | 852 | 258 | 252 | 3.4 | 1.1 | 4.2 |
| 1,500-1,999 | 12,444 | 12,853 | 5,769 | 1,230 | 749 | 287 | 9.9 | 5.8 | 5.0 |
| 2,000 or more | 3,147 | 3,356 | 908 | 145 | 465 | | 4.6 | 1.4 | |
| Total | 158,057 | 149,232 | 24,078 | 7,754 | 11,570 | 1,336 | 4.9 | 7.8 | 5.5 |

TABLE 205

Number and Per Cent of Louisiana High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 4,752 | 3,100 | 1,145 | 417 | 444 | 104 | 8.8 | 14.3 | 9.1 |
| 100-249 | 34,442 | 23,584 | 7,586 | 2,307 | 1,200 | 144 | 6.7 | 5.1 | 1.9 |
| 250-499 | 61,945 | 38,798 | 13,192 | 3,040 | 1,951 | 189 | 4.9 | 5.0 | 1.4 |
| 500-999 | 69,265 | 46,331 | 18,012 | 2,341 | 1,214 | 325 | 3.4 | 2.6 | 1.8 |
| 1,000-1,499 | 34,943 | 22,741 | 9,988 | 790 | 119 | 15 | 2.3 | 0.5 | 0.2 |
| 1,500-1,999 | 21,030 | 15,427 | 10,959 | 1,140 | 670 | 584 | 5.4 | 4.3 | 5.3 |
| 2,000 or more | 4,651 | 2,958 | 1,630 | 65 | 378 | 40 | 1.4 | 12.8 | 2.5 |
| Total | 231,028 | 152,939 | 62,512 | 10,064 | 5,976 | 1,401 | 4.4 | 3.9 | 2.2 |

TABLE 206

Number and Per Cent of Louisiana High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 152 | 23 | 3,759 | | | 691 | | | 18.4 |
| 100-249 | 1,784 | 315 | 26,504 | 23 | | 2,984 | 1.3 | | 11.3 |
| 250-499 | 6,129 | 612 | 45,627 | 56 | 39 | 2,808 | 0.9 | 6.4 | 6.2 |
| 500-999 | 7,940 | 1,492 | 53,798 | | 117 | 1,387 | | 7.8 | 2.6 |
| 1,000-1,499 | 4.389 | 690 | 27,894 | 179 | 76 | 746 | 4.1 | 11.0 | 2.7 |
| 1,500-1,999 | 3,489 | 2,148 | 18,478 | | 108 | 366 | | 5.0 | 2.0 |
| 2,000 or more | 730 | 28 | 3,567 | | | 435 | | | 12.2 |
| Total | 24,613 | 5,308 | 179,627 | 258 | 340 | 9,417 | 1.0 | 6.4 | 5.2 |

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 207

Number and Per Cent of Louisiana High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 682 | 1,265 | 1,113 | | 19 | 27 | | 1.5 | 2.4 |
| 100-249 | 5,315 | 9,201 | 8,113 | 133 | 212 | 690 | 2.5 | 2.3 | 8.5 |
| 250-499 | 6,269 | 13,941 | 18,751 | 59 | 39 | 535 | 0.9 | 0.3 | 2.9 |
| 500-999 | 5,327 | 15,184 | 20,313 | | 237 | 921 | | 1.6 | 4.5 |
| 1,000-1,499 | 233 | 6,046 | 5,796 | | 99 | | | 1.6 | |
| 1,500-1,999 | 233 | 3,499 | 3,185 | | | | | | |
| 2,000 or more | 165 | 751 | 1,163 | | | | | | |
| Total | 18,224 | 49,887 | 58,425 | 192 | 606 | 2,173 | 1.1 | 1.2 | 3.7 |

TABLE 208

Per Cent of Classes in Louisiana High Schools within Various Class Size Categories by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 1,493 | 29.9 | 26.0 | 24.2 | 12.8 | 3.9 | 1.5 | 1.1 | 0.6 |
| 100-249 | 7,710 | 11.3 | 16.9 | 21.9 | 21.5 | 13.6 | 9.2 | 3.0 | 2.6 |
| 250-499 | 11,625 | 4.6 | 9.8 | 14.5 | 21.5 | 24.7 | 15.1 | 4.8 | 5.0 |
| 500-999 | 12,554 | 2.2 | 5.7 | 11.8 | 18.6 | 30.5 | 19.1 | 6.6 | 5.5 |
| 1,000-1,499 | 6,087 | 1.8 | 3.4 | 9.0 | 18.8 | 38.1 | 21.4 | 2.6 | 4.9 |
| 1,500-1,999 | 4,066 | 1.5 | 2.1 | 7.4 | 18.4 | 47.9 | 16.0 | 3.2 | 3.5 |
| 2,000 or more | 785 | 0.5 | 1.8 | 6.9 | 15.0 | 37.9 | 22.9 | 6.6 | 8.4 |
| Total | 44,320 | 5.2 | 8.7 | 13.8 | 19.6 | 27.9 | 15.9 | 4.4 | 4.5 |

TABLE 209

Per Cent of Classes in Louisiana High Schools within Various Class Size Categories by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 8,771 | 1.5 | 4.8 | 11.9 | 21.9 | 34.8 | 18.7 | 4.5 | 1.9 |
| Mathematics | 6,121 | 4.3 | 5.5 | 11.1 | 20.5 | 33.2 | 19.2 | 4.4 | 1.8 |
| Science | 5,658 | 2.3 | 5.1 | 10.9 | 20.6 | 34.6 | 20.0 | 4.4 | 2.1 |
| Social Studies | 5,690 | 1.9 | 4.3 | 10.5 | 19.9 | 36.4 | 20.5 | 4.6 | 1.9 |
| Foreign Languages | 1,065 | 8.2 | 12.0 | 15.3 | 24.3 | 25.8 | 11.9 | 1.8 | 0.7 |
| Physical Education | 6,253 | 3.3 | 7.4 | 13.3 | 17.1 | 19.8 | 15.1 | 8.6 | 15.4 |
| Music | 2,064 | 12.2 | 9.5 | 12.3 | 12.4 | 14.3 | 9.9 | 7.0 | 22.4 |
| Art | 412 | 5.6 | 8.7 | 16.3 | 17.7 | 29.1 | 14.8 | 2.7 | 5.1 |
| Business Education | 2,866 | 9.4 | 14.7 | 17.1 | 20.0 | 26.2 | 11.5 | 0.8 | 0.3 |
| Home Economics | 2,718 | 13.3 | 23.8 | 26.4 | 20.1 | 10.9 | 3.9 | 1.1 | 0.5 |
| Agriculture | 1,120 | 24.6 | 28.4 | 21.3 | 11.7 | 8.4 | 3.6 | 1.0 | 1.0 |
| Industrial Arts | 1,273 | 10.7 | 21.7 | 26.5 | 20.9 | 12.9 | 5.2 | 1.3 | 0.8 |
| Vocational | 309 | 17.5 | 26.5 | 26.5 | 16.6 | 8.1 | 4.2 | | 0.6 |
| Total | 44,320 | 5.2 | 8.7 | 13.8 | 19.6 | 28.0 | 15.8 | 4.4 | 4.5 |

TABLE 210

Number and Per Cent of Louisiana High School Graduates Entering College

| School size (Pupils enrolled) | Number high schools | Number of graduates | Graduates entering college | Per cent |
|---|---|---|---|---|
| 99 or fewer | 55 | 561 | 203 | 36.2 |
| 100-249 | 170 | 3,348 | 1,190 | 35.5 |
| 250-499 | 146 | 5,916 | 2,382 | 40.3 |
| 500-999 | 90 | 7,960 | 3,457 | 43.4 |
| 1,000-1,499 | 26 | 4,571 | 2,556 | 55.9 |
| 1,500-1,999 | 12 | 4,587 | 2,338 | 51.0 |
| 2,000 or more | 2 | 1,069 | 684 | 64.0 |
| Total | 501 | 28,012 | 12,810 | 45.7 |

TABLE 211

Number and Per Cent of Mississippi High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 14 | 3.8 | 1 | 7.1 | 1 | 3.0 | | | 16 | 3.7 |
| 100-249 | 127 | 34.8 | 6 | 42.9 | 3 | 9.1 | | | 136 | 31.8 |
| 250-499 | 147 | 40.3 | 2 | 14.3 | 10 | 30.3 | 7 | 43.7 | 166 | 38.8 |
| 500-999 | 66 | 18.1 | 5 | 35.7 | 16 | 48.5 | 7 | 43.8 | 94 | 22.0 |
| 1,000-1,499 | 8 | 2.2 | | | 3 | 9.1 | 2 | 12.5 | 13 | 3.0 |
| 1,500-1,999 | 3 | 0.8 | | | | | | | 3 | 0.7 |
| 2,000 or more* | | | | | | | | | | |
| Total | 365 | 100.0 | 14 | 100.0 | 33 | 100.0 | 16 | 100.0 | 428 | 100.0 |

* No schools in this size range.

TABLE 212

Pupil Enrollment in Mississippi High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 1,154 | 97 | 80 | | 1,331 |
| 100-249 | 22,956 | 896 | 582 | | 24,434 |
| 250-499 | 51,943 | 851 | 4,022 | 2,789 | 59,605 |
| 500-999 | 43,160 | 2,847 | 11,246 | 4,883 | 62,136 |
| 1,000-1,499 | 9,437 | | 5,551 | 2,395 | 17,383 |
| 1,500-1,999 | 5,113 | | | | 5,113 |
| 2,000 or more | | | | | |
| Total | 133,763 | 4,691 | 21,481 | 10,067 | 170,002 |

TABLE 213

College Training of Mississippi High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 101 | 18 | 17.8 | 79 | 78.2 | 4 | 4.0 | 16 | 10 | 62.5 | 6 | 37.5 |
| 100-249 | 1,320 | 305 | 23.1 | 970 | 73.5 | 45 | 3.4 | 136 | 111 | 81.6 | 25 | 18.4 |
| 250-499 | 2,670 | 551 | 20.6 | 2,037 | 76.3 | 82 | 3.1 | 166 | 132 | 79.5 | 34 | 20.5 |
| 500-999 | 2,606 | 602 | 23.1 | 1,932 | 74.1 | 72 | 2.8 | 94 | 77 | 81.9 | 17 | 18.1 |
| 1,000-1,499 | 618 | 148 | 23.9 | 464 | 75.1 | 6 | 1.0 | 13 | 12 | 92.3 | 1 | 7.7 |
| 1,500-1,999 | 197 | 32 | 16.2 | 162 | 82.2 | 3 | 1.6 | 3 | 3 | 100.0 | | |
| 2,000 or more | | | | | | | | | | | | |
| Total | 7,512 | 1,656 | 22.0 | 5,644 | 75.1 | 212 | 2.9 | 428 | 345 | 80.6 | 83 | 19.4 |

## TABLE 214

### College Training of Mississippi High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance counselors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 9 | 2 | 22.2 | 7 | 77.8 | | | 1 | 1 | 100.0 | | |
| 100-249 | 84 | 17 | 20.2 | 65 | 77.4 | 2 | 2.4 | 11 | 9 | 81.8 | 2 | 18.2 |
| 250-499 | 147 | 28 | 19.0 | 116 | 78.9 | 3 | 2.1 | 45 | 33 | 73.3 | 12 | 26.7 |
| 500-999 | 94 | 27 | 28.7 | 65 | 69.2 | 2 | 2.1 | 71 | 59 | 83.1 | 12 | 16.9 |
| 1,000-1,499 | 14 | 1 | 7.1 | 13 | 92.9 | | | 20 | 14 | 70.0 | 6 | 30.0 |
| 1,500-1,999 | 3 | 3 | 100.0 | | | | | 9 | 6 | 66.7 | 3 | 33.3 |
| 2,000 or more | | | | | | | | | | | | |
| Total | 351 | 78 | 22.2 | 266 | 75.8 | 7 | 2.0 | 157 | 122 | 77.7 | 35 | 22.3 |

## TABLE 215

### Per Cent of Mississippi High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 101 | 10.9 | 9.9 | 5.0 | 3.0 | 5.9 | 7.9 | 22.8 | 9.9 | 7.9 | 16.8 |
| 100-249 | 1,320 | 9.8 | 7.6 | 6.6 | 6.6 | 5.1 | 4.0 | 17.7 | 15.8 | 10.2 | 16.7 |
| 250-499 | 2,670 | 11.0 | 7.3 | 6.1 | 6.1 | 5.2 | 5.5 | 18.1 | 14.7 | 8.2 | 17.8 |
| 500-999 | 2,606 | 11.7 | 9.1 | 7.7 | 6.8 | 4.8 | 5.2 | 16.8 | 13.6 | 8.0 | 16.3 |
| 1,000-1,499 | 618 | 13.1 | 10.5 | 9.5 | 7.4 | 6.1 | 4.0 | 17.0 | 13.1 | 5.5 | 13.8 |
| 1,500-1,999 | 197 | 14.7 | 6.1 | 6.6 | 8.1 | 6.6 | 5.1 | 24.4 | 13.2 | 5.6 | 9.6 |
| 2,000 or more | | | | | | | | | | | |
| Total | 7,512 | 11.3 | 8.3 | 7.0 | 6.5 | 5.2 | 5.0 | 17.7 | 14.3 | 8.2 | 16.5 |

## TABLE 216

### Sex of Mississippi High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total Number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 101 | 53 | 52.5 | 48 | 47.5 | 16 | 16 | 100.0 | | |
| 100-249 | 1,320 | 698 | 52.9 | 622 | 47.1 | 136 | 135 | 99.3 | 1 | 0.7 |
| 250-499 | 2,670 | 1,332 | 49.9 | 1,338 | 50.1 | 166 | 157 | 94.6 | 9 | 5.4 |
| 500-999 | 2,606 | 1,228 | 47.1 | 1,378 | 52.9 | 94 | 93 | 98.9 | 1 | 1.1 |
| 1,000-1,499 | 618 | 274 | 44.3 | 344 | 55.7 | 13 | 13 | 100.0 | | |
| 1,500-1,999 | 197 | 90 | 45.7 | 107 | 54.3 | 3 | 3 | 100.0 | | |
| 2,000 or more | | | | | | | | | | |
| Total | 7,512 | 3,675 | 48.9 | 3,837 | 51.1 | 428 | 417 | 97.4 | 11 | 2.6 |

## TABLE 217

### Annual Salaries of Mississippi High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 101 | 12.9 | 7.9 | 32.7 | 20.8 | 8.9 | 7.9 | 5.9 | 1.0 | 1.0 | 1.0 | | |
| 100-249 | 1,320 | 6.1 | 6.9 | 34.0 | 23.6 | 10.5 | 7.8 | 5.2 | 3.3 | 1.4 | 1.0 | 0.2 | |
| 250-499 | 2,670 | 5.6 | 8.7 | 35.5 | 22.0 | 10.4 | 8.3 | 4.4 | 2.6 | 1.2 | 0.9 | 0.3 | 0.1 |
| 500-999 | 2,606 | 5.0 | 10.5 | 29.5 | 23.8 | 13.2 | 8.4 | 3.8 | 3.0 | 1.1 | 0.7 | 0.3 | 0.7 |
| 1,000-1,499 | 618 | 3.2 | 6.8 | 26.1 | 22.8 | 17.8 | 10.5 | 6.1 | 4.0 | 1.3 | 0.5 | 0.2 | 0.7 |
| 1,500-1,999 | 197 | 1.0 | 2.5 | 24.4 | 38.7 | 22.8 | 5.6 | 2.5 | 1.0 | | | 0.5 | 1.0 |
| 2,000 or more | | | | | | | | | | | | | |
| Total | 7,512 | 5.2 | 8.7 | 32.1 | 23.4 | 12.3 | 8.3 | 4.4 | 2.9 | 1.2 | 0.8 | 0.3 | 0.4 |

## TABLE 218

### Annual Salaries of Mississippi High School Principals by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 16 | | 12.5 | 25.0 | 37.6 | 6.2 | 6.2 | 12.5 | | | | | | | |
| 100-249 | 136 | 2.2 | 5.1 | 8.1 | 25.7 | 32.4 | 16.2 | 7.4 | 2.9 | | | | | | |
| 250-499 | 166 | 1.2 | 6.0 | 10.8 | 15.7 | 26.6 | 15.7 | 14.4 | 5.4 | 0.6 | 2.4 | 0.6 | | | 0.6 |
| 500-999 | 94 | | 4.3 | 13.8 | 17.0 | 16.0 | 14.9 | 8.5 | 7.5 | 11.7 | 4.3 | 1.0 | | | 1.0 |
| 1,000-1,499 | 13 | 7.7 | | 7.7 | 7.7 | 7.7 | 15.4 | 7.7 | 7.7 | 15.3 | 7.7 | 7.7 | | | 7.7 |
| 1,500-1,999 | 3 | | | | | | | 33.3 | | | 66.7 | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 428 | 1.4 | 5.4 | 11.0 | 19.6 | 24.5 | 15.2 | 10.7 | 4.9 | 3.3 | 2.6 | 0.7 | | | 0.7 |

## TABLE 219

### Percentage Distribution of Mississippi Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 14 | 78.6 | 21.4 | | | | | | | | | | | | |
| 100-249 | 127 | 23.6 | 52.0 | 22.8 | 1.6 | | | | | | | | | | |
| 250-499 | 147 | 11.6 | 32.7 | 39.4 | 13.6 | 2.7 | | | | | | | | | |
| 500-999 | 66 | 3.0 | 30.3 | 33.3 | 21.3 | 9.1 | 3.0 | | | | | | | | |
| 1,000-1,499 | 8 | | 37.5 | 25.0 | 12.5 | | 12.5 | | 12.5 | | | | | | |
| 1,500-1,999 | 3 | | | | | 66.7 | | | | 33.3 | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 365 | 16.4 | 38.4 | 30.4 | 10.1 | 3.3 | 0.8 | | 0.3 | 0.3 | | | | | |

## TABLE 220

### Percentage Distribution of Mississippi Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 1 | 100.0 | | | | | | | | | | | | | |
| 100-249 | 6 | 33.3 | 66.7 | | | | | | | | | | | | |
| 250-499 | 2 | | | | 100.0 | | | | | | | | | | |
| 500-999 | 5 | | 20.0 | 40.0 | 20.0 | 20.0 | | | | | | | | | |
| 1,000-1,499 | | | | | | | | | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 14 | 21.4 | 35.7 | 14.3 | 21.4 | 7.2 | | | | | | | | | |

## TABLE 221

### Percentage Distribution of Mississippi Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 1 | 100.0 | | | | | | | | | | | | | |
| 100-249 | 3 | | 66.7 | 33.3 | | | | | | | | | | | |
| 250-499 | 10 | | 30.0 | 10.0 | 60.0 | | | | | | | | | | |
| 500-999 | 16 | | 6.3 | 6.3 | 18.6 | 50.0 | 6.3 | | 12.5 | | | | | | |
| 1,000-1,499 | 3 | | | | 66.7 | | | | | 33.3 | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 33 | 3.0 | 18.2 | 9.1 | 33.3 | 24.3 | 3.0 | | 6.1 | 3.0 | | | | | |

## TABLE 222

### Percentage Distribution of Mississippi Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 7 | | 14.3 | 42.9 | 28.5 | 14.3 | | | | | | | | | |
| 500-999 | 7 | | | 14.3 | 14.3 | 42.9 | 28.5 | | | | | | | | |
| 1,000-1,499 | 2 | | | | | | | 100.0 | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 16 | | 6.3 | 25.0 | 18.7 | 25.0 | 12.5 | 12.5 | | | | | | | |

TABLE 223

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | | 6.3 | 25.0 | 62.4 | 6.3 | | | | | | | | | | | |
| 100-249 | 136 | | | 2.2 | 4.4 | 90.5 | 2.9 | | | | | | | | | | | |
| 250-499 | 166 | | | 1.2 | 3.6 | 74.7 | 16.3 | 4.2 | | | | | | | | | | |
| 500-999 | 94 | | | 1.1 | 3.2 | 63.8 | 23.4 | 6.4 | 2.1 | | | | | | | | | |
| 1,000-1,499 | 13 | | | | | 38.4 | 30.8 | 23.1 | 7.7 | | | | | | | | | |
| 1,500-1,999 | 3 | | | | | 33.3 | 33.3 | | | | 33.4 | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | | | 1.6 | 4.4 | 75.6 | 13.8 | 3.7 | 0.7 | | 0.2 | | | | | | | |

TABLE 224

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 87.4 | 6.3 | 6.3 | | | | | | | | | | | | | | |
| 100-249 | 136 | 74.3 | 19.1 | 5.9 | 0.7 | | | | | | | | | | | | | |
| 250-499 | 166 | 50.0 | 19.9 | 16.3 | 8.4 | 4.2 | 0.6 | 0.6 | | | | | | | | | | |
| 500-999 | 94 | 38.3 | 13.8 | 16.0 | 5.3 | 17.0 | 3.2 | 3.2 | 1.1 | 2.1 | | | | | | | | |
| 1,000-1,499 | 13 | 30.7 | 15.4 | 7.7 | | | 7.7 | 7.7 | 7.7 | 7.7 | 15.4 | | | | | | | |
| 1,500-1,999 | 3 | | | 33.3 | | 33.3 | | | | | 33.4 | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 55.6 | 17.4 | 12.4 | 4.7 | 5.6 | 1.2 | 1.2 | 0.5 | 0.7 | 0.7 | | | | | | | |

TABLE 225

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 6.3 | 25.0 | 43.7 | 18.7 | 6.3 | | | | | | | | | | | | |
| 100-249 | 136 | 1.5 | 19.1 | 43.4 | 22.1 | 13.2 | 0.7 | | | | | | | | | | | |
| 250-499 | 166 | 2.4 | 0.6 | 13.3 | 41.0 | 40.3 | 2.4 | | | | | | | | | | | |
| 500-999 | 94 | 2.1 | | 3.2 | 30.9 | 50.0 | 12.7 | 1.1 | | | | | | | | | | |
| 1,000-1,499 | 13 | 7.7 | | | 15.4 | 53.8 | 23.1 | | | | | | | | | | | |
| 1,500-1,999 | 3 | | | | 33.3 | 33.3 | | 33.4 | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 2.3 | 7.2 | 21.3 | 31.1 | 32.9 | 4.7 | 0.5 | | | | | | | | | | |

## TABLE 226

### Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | | 25.0 | 37.5 | 25.0 | 12.5 | | | | | | | | | | | |
| 100-249 | 136 | | 0.7 | 7.4 | 32.4 | 52.9 | 5.9 | 0.7 | | | | | | | | | | |
| 250-499 | 166 | 1.8 | 0.6 | 2.4 | 22.9 | 61.4 | 9.1 | 1.8 | | | | | | | | | | |
| 500-999 | 94 | 1.1 | | | 9.5 | 61.7 | 20.2 | 5.3 | 1.1 | 1.1 | | | | | | | | |
| 1,000-1,499 | 13 | | | | 7.7 | 53.8 | 23.1 | 15.4 | | | | | | | | | | |
| 1,500-1,999 | 3 | | | | | | 33.3 | 66.7 | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 0.9 | 0.5 | 4.2 | 22.9 | 56.8 | 11.2 | 3.1 | 0.2 | 0.2 | | | | | | | | |

## TABLE 227

### Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | | 6.3 | 37.5 | 25.0 | 31.2 | | | | | | | | | | | | |
| 100-249 | 136 | 0.7 | | 7.4 | 50.0 | 32.4 | 8.8 | 0.7 | | | | | | | | | | |
| 250-499 | 166 | 1.2 | 1.2 | 0.6 | 21.7 | 36.8 | 34.3 | 4.2 | | | | | | | | | | |
| 500-999 | 94 | 1.1 | | 3.2 | 9.6 | 30.9 | 40.3 | 10.6 | 3.2 | 1.1 | | | | | | | | |
| 1,000-1,499 | 13 | | | | | 38.4 | 30.8 | 15.4 | 15.4 | | | | | | | | | |
| 1,500-1,999 | 3 | | | | | | 33.3 | | | | 66.7 | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 0.9 | 0.7 | 4.7 | 27.3 | 33.6 | 26.2 | 4.7 | 1.2 | 0.2 | 0.5 | | | | | | | |

## TABLE 228

### Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 37.5 | | 12.5 | 25.0 | 25.0 | | | | | | | | | | | | |
| 100-249 | 136 | 25.7 | | 3.7 | 20.6 | 49.3 | 0.7 | | | | | | | | | | | |
| 250-499 | 166 | 28.9 | | 1.2 | 30.7 | 39.2 | | | | | | | | | | | | |
| 500-999 | 94 | 51.1 | | 2.1 | 26.6 | 18.1 | 2.1 | | | | | | | | | | | |
| 1,000-1,499 | 13 | 76.9 | | | 23.1 | | | | | | | | | | | | | |
| 1,500-1,999 | 3 | 100.0 | | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 35.0 | | 2.6 | 25.9 | 35.8 | 0.7 | | | | | | | | | | | |

## TABLE 229

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 16 | 6.3 | | 31.2 | 37.5 | 25.0 | | | | | | | | | | | | |
| 100-249 | 136 | 5.9 | 8.1 | 11.8 | 34.6 | 36.0 | 2.9 | 0.7 | | | | | | | | | | |
| 250-499 | 166 | 5.4 | 11.4 | 9.1 | 27.1 | 33.7 | 12.1 | 1.2 | | | | | | | | | | |
| 500-999 | 94 | 3.2 | 5.3 | 9.6 | 21.3 | 30.8 | 14.8 | 9.6 | 3.2 | 1.1 | 1.1 | | | | | | | |
| 1,000-1,499 | 13 | | 23.1 | 23.1 | | 7.7 | 7.7 | 7.7 | | 23.0 | 7.7 | | | | | | | |
| 1,500-1,999 | 3 | | 33.3 | 33.4 | | | | 33.3 | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 4.9 | 9.1 | 11.4 | 27.6 | 32.5 | 9.1 | 3.3 | 0.7 | 0.9 | 0.5 | | | | | | | |

## TABLE 230

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 16 | 31.2 | 12.5 | 18.8 | 37.5 | | | | | | | | | | | | | |
| 100-249 | 136 | 5.9 | 0.7 | 13.2 | 74.3 | 5.9 | | | | | | | | | | | | |
| 250-499 | 166 | 6.6 | 1.2 | 16.3 | 71.1 | 4.8 | | | | | | | | | | | | |
| 500-999 | 94 | 2.1 | 1.1 | 21.3 | 69.1 | 6.4 | | | | | | | | | | | | |
| 1,000-1,499 | 13 | | | 38.5 | 53.8 | 7.7 | | | | | | | | | | | | |
| 1,500-1,999 | 3 | | | | 33.3 | | 33.3 | 33.4 | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 6.1 | 1.4 | 17.1 | 69.6 | 5.4 | 0.2 | 0.2 | | | | | | | | | | |

## TABLE 231

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 16 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 136 | 89.0 | 4.4 | 3.7 | 2.2 | 0.7 | | | | | | | | | | | | |
| 250-499 | 166 | 81.4 | 6.6 | 4.8 | 3.6 | 3.6 | | | | | | | | | | | | |
| 500-999 | 94 | 57.4 | 15.9 | 14.9 | 8.5 | | 1.1 | 1.1 | | | | | | | | | | 1.1 |
| 1,000-1,499 | 13 | 15.4 | 23.1 | 38.4 | 15.4 | 7.7 | | | | | | | | | | | | |
| 1,500-1,999 | 3 | 33.3 | | | 33.3 | | 33.4 | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 76.8 | 8.2 | 7.5 | 4.7 | 1.9 | 0.5 | 0.2 | | | | | | | | | | 0.2 |

## TABLE 232

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 136 | 95.6 | 0.7 | 2.2 | | 1.5 | | | | | | | | | | | | |
| 250-499 | 166 | 92.2 | | 4.8 | | 3.0 | | | | | | | | | | | | |
| 500-999 | 94 | 58.4 | 8.5 | 25.5 | | 4.3 | 1.1 | 1.1 | | 1.1 | | | | | | | | |
| 1,000-1,499 | 13 | 53.8 | | 15.4 | | 23.1 | | | | | | | 7.7 | | | | | |
| 1,500-1,999 | 3 | 66.7 | | | | 33.3 | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 84.9 | 2.1 | 8.7 | | 3.5 | 0.2 | 0.2 | | 0.2 | | | 0.2 | | | | | |

## TABLE 233

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 136 | 98.5 | 1.5 | | | | | | | | | | | | | | | |
| 250-499 | 166 | 95.2 | 4.2 | 0.6 | | | | | | | | | | | | | | |
| 500-999 | 94 | 87.2 | 11.7 | | | | 1.1 | | | | | | | | | | | |
| 1,000-1,499 | 13 | 61.5 | 15.4 | 23.1 | | | | | | | | | | | | | | |
| 1,500-1,999 | 3 | | 66.7 | 33.3 | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 93.0 | 5.6 | 1.2 | | | 0.2 | | | | | | | | | | | |

## TABLE 234

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 16 | 87.4 | 6.3 | | 6.3 | | | | | | | | | | | | | |
| 100-249 | 136 | 60.3 | 35.3 | 4.4 | | | | | | | | | | | | | | |
| 250-499 | 166 | 33.7 | 47.0 | 17.5 | 1.2 | | 0.6 | | | | | | | | | | | |
| 500-999 | 94 | 17.0 | 58.5 | 22.3 | 1.1 | 1.1 | | | | | | | | | | | | |
| 1,000-1,499 | 13 | 7.7 | 38.4 | 30.8 | 7.7 | | 7.7 | | | 7.7 | | | | | | | | |
| 1,500-1,999 | 3 | | | 66.7 | | | | 33.3 | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 428 | 39.5 | 43.7 | 14.5 | 1.2 | 0.2 | 0.5 | 0.2 | | 0.2 | | | | | | | | |

TABLE 235

Number and Per Cent of Mississippi High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 7,698 | 6.7 |
| 21-25 | 30,316 | 26.5 |
| 26-30 | 29,847 | 26.0 |
| 31-35 | 21,496 | 18.8 |
| 36-40 | 13,198 | 11.5 |
| 41-45 | 4,654 | 4.1 |
| 46-50 | 2,395 | 2.1 |
| 5!-55 | 2,804 | 2.4 |
| 56-60 | 2,140 | 1.9 |
| Total | 114,548 | 100.0 |

TABLE 236

Percentage Distribution of Mississippi High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subject area | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 1.1 | 3.8 | 64.0 | 20.4 | 7.9 | 2.0 | | 0.8 | |
| Social Studies | 0.9 | 0.2 | 1.8 | 16.9 | 57 1 | 15.5 | 6.9 | 0.4 | 0.3 | | |
| Mathematics | 0.8 | 0.4 | 2.9 | 15.9 | 31.4 | 34.3 | 9.6 | 2.8 | 0.3 | 1.6 | |
| Science | 2.9 | 2.5 | 11.1 | 31.4 | 42.8 | 8.1 | 1.2 | | | | |
| Foreign Languages | 40.9 | 15.5 | 15.1 | 5.2 | 10.3 | 3.0 | 2.7 | 1.8 | 2.6 | 2.9 | |
| Art | 83.7 | 11.1 | 4.4 | | | 0.8 | | | | | |
| Music | 25.3 | 47.1 | 22.1 | 2.0 | 0.5 | 1.1 | 0.8 | | 1.1 | | |
| Home Economics | 3.7 | 1.3 | 21.2 | 65.8 | 6.4 | 0.8 | 0.8 | | | | |
| Agriculture | 47.0 | | 1.7 | 23.9 | 26.7 | 0.7 | | | | | |
| Industrial Arts | 60.2 | 12.5 | 13.6 | 8.2 | 2.8 | 1.4 | 0.5 | | | | 0.8 |
| Vocational T and I | 72.2 | 4.5 | 13.9 | | 7.3 | 0.8 | 0.7 | | 0.5 | | 0.1 |
| Business Education | 3.7 | 10.2 | 10.5 | 20.7 | 28.4 | 12.2 | 6.7 | 2.3 | 3.7 | 1.6 | |

## TABLE 237

Number and Per Cent of Mississippi High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught, by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 1,300 | 753 | 21 | 53 | 27 | | 4.1 | 3.6 | |
| 100-249 | 20,242 | 14,046 | 568 | 1,082 | 486 | 12 | 5.3 | 3.5 | 2.1 |
| 250-499 | 48,123 | 38,416 | 4,244 | 3,383 | 1,167 | 263 | 7.0 | 3.0 | 6.2 |
| 500-999 | 48,643 | 39,868 | 6,944 | 4,308 | 2,675 | 674 | 8.8 | 6.7 | 9.7 |
| 1,000-1,499 | 13,412 | 11,324 | 3,716 | 1,048 | 684 | 28 | 7.8 | 6.0 | 0.8 |
| 1,500-1,999 | 5,285 | 5,446 | 2,287 | 142 | | 320 | 2.7 | | 14.0 |
| 2,000 or more | | | | | | | | | |
| Total | 137,005 | 109,853 | 17,780 | 10,016 | 5,039 | 1,297 | 7.3 | 4.6 | 7.3 |

## TABLE 238

Number and Per Cent of Mississippi High School Pupils Taught Language Arts, Social Studies, and Business Education, by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 1,360 | 1,233 | 527 | | 96 | | | 7.8 | |
| 100-249 | 24,486 | 21,367 | 6,838 | 769 | 1,322 | 80 | 3.1 | 6.2 | 1.1 |
| 250-499 | 59,828 | 54,851 | 14,873 | 1,405 | 2,697 | 377 | 2.3 | 4.9 | 2.5 |
| 500-999 | 62,061 | 64,939 | 14,662 | 1,899 | 3,218 | 598 | 3.0 | 5.0 | 4.1 |
| 1,000-1,499 | 16,743 | 17,023 | 3,354 | 989 | 1,221 | 50 | 5.9 | 7.2 | 1.5 |
| 1,500-1,999 | 7,482 | 12,842 | 775 | | 102 | | | 0.8 | |
| 2,000 or more | | | | | | | | | |
| Total | 171,960 | 172,255 | 41,029 | 5,062 | 8,656 | 1,105 | 2.9 | 5.0 | 2.7 |

TABLE 239

Number and Per Cent of Mississippi High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 7 | | 613 | | | | | | |
| 100-249 | 427 | 212 | 7,238 | | | 250 | | | 3.5 |
| 250-499 | 2,041 | 634 | 18,381 | 46 | 6 | 301 | 2.3 | 0.9 | 1.6 |
| 500-999 | 3,317 | 2,996 | 21,252 | 378 | 176 | 1,553 | 11.4 | 5.9 | 2.6 |
| 1,000-1,499 | 1,413 | 1,248 | 7,964 | 370 | | 198 | 26.2 | | 2.5 |
| 1,500-1,999 | 952 | 150 | 2,722 | | | 22 | | | 0.8 |
| 2,000 or more | | | | | | | | | |
| Total | 8,157 | 5,240 | 58,170 | 794 | 182 | 2,324 | 9.8 | 3.5 | 4.0 |

* Includes distributive education, day trades and industries, and diversified occupations.

TABLE 240

Number and Per Cent of Mississippi High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 245 | 393 | 228 | | | | | | |
| 100-249 | 4,564 | 6,497 | 3,515 | | 113 | | | | 3.2 |
| 250-499 | 8,527 | 13,445 | 10,913 | 108 | 610 | | 0.8 | | 5.6 |
| 500-999 | 4,220 | 11,667 | 12,329 | 284 | 888 | | 2.4 | | 7.2 |
| 1,000-1,499 | 401 | 2,267 | 2,842 | | 80 | | | | 2.8 |
| 1,500-1,999 | | 1,481 | 1,888 | | | | | | |
| 2,000 or more | | | | | | | | | |
| Total | 17,957 | 35,740 | 31,715 | 392 | 1,691 | | 1.1 | | 5.3 |

TABLE 241

Per Cent of Classes in Mississippi High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 440 | 31.8 | 23.9 | 26.6 | 8.9 | 2.7 | 3.4 | 1.8 | 0.9 |
| 100-249 | 5,083 | 14.8 | 15.3 | 17.8 | 17.0 | 14.6 | 11.0 | 6.5 | 3.0 |
| 250-499 | 10,562 | 5.8 | 9.3 | 13.7 | 16.2 | 22.0 | 17.5 | 10.6 | 4.9 |
| 500-999 | 10,514 | 3.3 | 5.6 | 9.9 | 14.7 | 28.1 | 20.7 | 12.5 | 5.2 |
| 1,000-1,499 | 2,922 | 1.2 | 3.1 | 8.3 | 18.1 | 36.2 | 19.0 | 9.8 | 4.3 |
| 1,500-1,999 | 1,459 | 1.0 | 3.1 | 10.1 | 14.7 | 28.0 | 20.6 | 19.0 | 3.5 |
| 2,000 or more | | | | | | | | | |
| Total | 30,980 | 6.2 | 8.4 | 12.6 | 15.8 | 24.2 | 17.6 | 10.7 | 4.5 |

TABLE 242

Per Cent of Classes in Mississippi High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 5,996 | 0.6 | 2.8 | 8.4 | 17.5 | 31.4 | 23.1 | 12.6 | 3.6 |
| Mathematics | 4,936 | 4.1 | 4.1 | 9.2 | 15.3 | 28.6 | 22.2 | 13.3 | 3.2 |
| Science | 3,984 | 3.5 | 5.5 | 9.8 | 15.1 | 28.5 | 21.4 | 12.5 | 3.7 |
| Social Studies | 5,938 | 1.4 | 2.3 | 8.5 | 16.4 | 28.2 | 23.8 | 15.7 | 3.7 |
| Foreign Languages | 817 | 13.0 | 10.8 | 15.3 | 16.7 | 36.2 | 7.1 | 0.7 | 0.2 |
| Physical Education | 1,971 | 4.5 | 8.1 | 12.9 | 14.3 | 15.9 | 14.0 | 12.5 | 17.8 |
| Music | 1,206 | 20.1 | 11.0 | 12.5 | 9.1 | 10.9 | 6.7 | 7.9 | 21.8 |
| Art | 155 | 8.4 | 12.3 | 11.0 | 18.0 | 25.8 | 10.3 | 11.0 | 3.2 |
| Business Education | 2,132 | 16.1 | 19.8 | 22.1 | 17.6 | 14.9 | 6.6 | 1.9 | 1.0 |
| Home Economics | 2,060 | 15.5 | 28.2 | 28.3 | 14.7 | 7.8 | 3.2 | 1.8 | 0.5 |
| Agriculture | 1,056 | 22.3 | 27.0 | 21.7 | 14.7 | 7.0 | 4.2 | 2.5 | 0.6 |
| Industrial Arts | 433 | 14.3 | 22.9 | 25.2 | 17.8 | 10.8 | 5.1 | 3.2 | 0.7 |
| Vocational | 296 | 12.8 | 25.0 | 33.5 | 18.3 | 5.1 | 3.0 | 2.0 | 0.3 |
| Total | 30,980 | 6.2 | 8.4 | 12.6 | 15.8 | 24.2 | 17.6 | 10.7 | 4.5 |

TABLE 243

Number and Per Cent of Mississippi High School Graduates Entering College

| School size (Pupils enrolled) | Number of high schools | Number of graduates | Graduates entering college | Per cent |
|---|---|---|---|---|
| 99 or fewer | 16 | 168 | 48 | 28.6 |
| 100-249 | 136 | 2,848 | 1,119 | 39.3 |
| 250-499 | 166 | 6,669 | 3,140 | 47.1 |
| 500-999 | 94 | 7,603 | 4,065 | 53.5 |
| 1,000-1,499 | 13 | 2,185 | 1,394 | 63.8 |
| 1,500-1,999 | 3 | 384 | 217 | 56.5 |
| 2,000 or more | | | | |
| Total | 428 | 19,857 | 9,983 | 50.3 |

TABLE 244

Number and Per Cent of North Carolina High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | | | | | 43 | 7.1 | | | 43 | 6.6 |
| 100-249 | | | | | 227 | 37.3 | 1 | 2.4 | 228 | 35.1 |
| 250-499 | | | | | 213 | 35.0 | 3 | 7.1 | 216 | 33.2 |
| 500-999 | | | | | 111 | 18.3 | 19 | 45.2 | 130 | 20.0 |
| 1,000-1,499 | | | | | 14 | 2.3 | 10 | 23.8 | 24 | 3.7 |
| 1,500-1,999 | | | | | | | 7 | 16.7 | 7 | 1.1 |
| 2,000 or more | | | | | | | 2 | 4.8 | 2 | 0.3 |
| Total | | | | | 608 | 100.0 | 42 | 100.0 | 650 | 100.0 |

TABLE 245

Pupil Enrollment in North Carolina High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Enrollment | | | | |
|---|---|---|---|---|---|
| | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
| 99 or fewer | | | 3,542 | | 3,542 |
| 100-249 | | | 39,376 | 240 | 39,616 |
| 250-499 | | | 74,767 | 1,194 | 75,961 |
| 500-999 | | 75,820 | 14,326 | | 90,146 |
| 1,000-1,499 | | 15,743 | 12,432 | | 28,175 |
| 1,500-1,999 | | | 12,306 | | 12,306 |
| 2,000 or more | | | 4,624 | | 4,624 |
| Total | | 209,248 | 45,122 | | 254,370 |

TABLE 246

College Training of North Carolina High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 196 | 21 | 10.7 | 170 | 86.7 | 5 | 2.6 | 43 | 21 | 48.8 | 22 | 51.2 |
| 100-249 | 1,772 | 290 | 16.4 | 1,473 | 83.1 | 9 | 0.5 | 228 | 99 | 43.4 | 129 | 56.6 |
| 250-499 | 3,030 | 513 | 16.9 | 2,500 | 82.5 | 17 | 0.6 | 216 | 99 | 45.8 | 117 | 54.2 |
| 500-999 | 3,573 | 813 | 22.8 | 2,709 | 75.8 | 51 | 1.4 | 130 | 57 | 43.8 | 73 | 56.2 |
| 1,000-1,499 | 1,084 | 326 | 30.1 | 740 | 68.3 | 18 | 1.6 | 24 | 14 | 58.3 | 10 | 41.7 |
| 1,500-1,999 | 478 | 180 | 37.6 | 290 | 60.7 | 8 | 1.7 | 7 | 3 | 42.9 | 4 | 57.1 |
| 2,000 or more | 192 | 44 | 22.9 | 136 | 70.8 | 12 | 6.3 | 2 | | | 2 | 100.0 |
| Total | 10,325 | 2,187 | 21.2 | 8,018 | 77.6 | 120 | 1.2 | 650 | 293 | 45.1 | 357 | 54.9 |

## TABLE 247

### Per Cent of North Carolina High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11 or more years |
|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 196 | 12.3 | 8.2 | 2.0 | 7.1 | 8.2 | 4.1 | 15.3 | 41.8 |
| 100-249 | 1,772 | 8.3 | 9.2 | 6.1 | 7.2 | 5.2 | 4.4 | 19.5 | 40.1 |
| 250-499 | 3,030 | 9.2 | 8.4 | 6.5 | 6.7 | 5.7 | 4.7 | 19.2 | 39.6 |
| 500-999 | 3,573 | 8.8 | 6.6 | 6.8 | 6.4 | 5.0 | 5.2 | 18.4 | 42.8 |
| 1,000-1,499 | 1,084 | 9.0 | 8.7 | 6.5 | 5.9 | 5.2 | 4.0 | 17.2 | 43.5 |
| 1,500-1,999 | 478 | 9.2 | 6.5 | 6.7 | 4.4 | 4.4 | 4.4 | 13.4 | 51.0 |
| 2,000 or more | 192 | 10.4 | 5.2 | 5.7 | 7.8 | 1.6 | 4.7 | 16.2 | 48.4 |
| Total | 10,325 | 9.0 | 7.8 | 6.4 | 6.5 | 5.3 | 4.7 | 18.4 | 41.9 |

## TABLE 248

### Per Cent of North Carolina High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of highs chool principals | Per cent of principals with following years of teaching experience: 5 or fewer years | 6-10 years | 11 or more years |
|---|---|---|---|---|
| 99 or fewer | 43 | 44.2 | 46.5 | 9.3 |
| 100-249 | 228 | 34.2 | 62.7 | 3.1 |
| 250-499 | 216 | 25.0 | 70.8 | 4.2 |
| 500-999 | 130 | 19.2 | 77.7 | 3.1 |
| 1,000-1,499 | 24 | 4.2 | 95.8 | |
| 1,500-1,999 | 7 | 14.3 | 85.7 | |
| 2,000 or more | 2 | | 100.0 | |
| Total | 650 | 27.4 | 68.9 | 3.7 |

## TABLE 249

### Sex of North Carolina High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total Number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 196 | 96 | 49.0 | 100 | 51.0 | 43 | 41 | 95.3 | 2 | 4.7 |
| 100-249 | 1,772 | 786 | 44.4 | 986 | 55.6 | 228 | 226 | 99.1 | 2 | 0.9 |
| 250-499 | 3,030 | 1,355 | 44.7 | 1,675 | 55.3 | 216 | 213 | 98.6 | 3 | 1.4 |
| 500-999 | 3,573 | 1,455 | 40.7 | 2,118 | 59.3 | 130 | 128 | 98.5 | 2 | 1.5 |
| 1,000-1,499 | 1,084 | 434 | 40.0 | 650 | 60.0 | 24 | 24 | 100.0 | | |
| 1,500-1,999 | 478 | 157 | 32.8 | 321 | 67.2 | 7 | 7 | 100.0 | | |
| 2,000 or more | 192 | 59 | 30.7 | 133 | 69.3 | 2 | 2 | 100.0 | | |
| Total | 10,325 | 4,342 | 42.1 | 5,983 | 57.9 | 650 | 641 | 98.6 | 9 | 1.4 |

## TABLE 250

### Annual Salaries of North Carolina High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 196 | 0.5 | 0.5 | 2.6 | 22.4 | 18.4 | 11.2 | 23.0 | 8.2 | 4.6 | 6.6 | 1.0 | 1.0 |
| 100-249 | 1,772 | 0.1 | 0.1 | 2.5 | 24.3 | 15.3 | 13.4 | 24.5 | 10.0 | 2.1 | 5.2 | 0.8 | 1.7 |
| 250-499 | 3,030 | * | * | 1.9 | 24.9 | 16.8 | 13.3 | 25.8 | 9.7 | 2.1 | 3.7 | 0.7 | 1.1 |
| 500-999 | 3,573 | 0.2 | 0.1 | 1.2 | 20.3 | 16.7 | 13.4 | 26.7 | 13.9 | 2.9 | 3.0 | 0.8 | 0.8 |
| 1,000-1,499 | 1,084 | 0.1 | 0.1 | 0.8 | 10.9 | 18.3 | 15.1 | 21.4 | 17.4 | 9.5 | 4.3 | 1.5 | 0.6 |
| 1,500-1,999 | 478 | | | 0.6 | 3.3 | 20.7 | 13.0 | 14.2 | 27.2 | 10.3 | 10.5 | 0.2 | |
| 2,000 or more | 192 | 2.1 | | 1.0 | 8.3 | 16.2 | 15.6 | 20.3 | 19.8 | 14.1 | 1.6 | 0.5 | 0.5 |
| Total | 10,325 | 0.1 | 0.1 | 1.6 | 20.4 | 16.9 | 13.5 | 24.7 | 13.0 | 3.8 | 4.1 | 0.8 | 1.0 |

* Less than .05%

## TABLE 251

### Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 43 | | | | | 100.0 | | | | | | | | | | | | |
| 100-249 | 228 | | | 0.4 | 1.4 | 86.4 | 8.8 | 2.2 | 0.4 | | 0.4 | | | | | | | |
| 250-499 | 216 | | | | 2.8 | 70.8 | 21.3 | 3.2 | 0.9 | 0.5 | 0.5 | | | | | | | |
| 500-999 | 130 | | | | 3.1 | 43.9 | 26.9 | 16.9 | 9.2 | | | | | | | | | |
| 1,000-1,499 | 24 | | | | | 33.3 | 37.5 | 20.8 | 8.4 | | | | | | | | | |
| 1,500-1,999 | 7 | | | | | 14.3 | 28.6 | 57.1 | | | | | | | | | | |
| 2,000 or more | 2 | | | | | | | 50.0 | 50.0 | | | | | | | | | |
| Total | 650 | | | 0.2 | 2.0 | 70.6 | 17.2 | 6.8 | 2.7 | 0.2 | 0.3 | | | | | | | |

## TABLE 252

### Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 43 | 20.9 | 44.2 | 34.9 | | | | | | | | | | | | | | |
| 100-249 | 228 | 4.4 | 29.8 | 62.3 | 2.7 | 0.4 | | | 0.4 | | | | | | | | | |
| 250-499 | 216 | | 5.5 | 66.2 | 10.6 | 15.3 | 1.4 | 0.5 | | 0.5 | | | | | | | | |
| 500-999 | 130 | | | 20.8 | 13.1 | 39.2 | 13.8 | 4.6 | 6.9 | 0.8 | 0.8 | | | | | | | |
| 1,000-1,499 | 24 | | | | 4.2 | 16.7 | 29.1 | 12.5 | 12.5 | 12.5 | 8.3 | 4.2 | | | | | | |
| 1,500-1,999 | 7 | | | | | | | 14.3 | | | 42.8 | 28.6 | | | | 14.3 | | |
| 2,000 or more | 2 | | | | | | | 50.0 | | | 50.0 | | | | | | | |
| Total | 650 | 2.9 | 15.2 | 50.3 | 7.2 | 13.7 | 4.3 | 1.8 | 2.0 | 0.8 | 1.1 | 0.5 | | | | 0.2 | | |

## TABLE 253

### Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | 2.3 | 4.7 | 30.2 | 60.5 | 2.3 | | | | | | | | | | | | |
| 100-249 | 228 | | 0.4 | 8.8 | 62.3 | 27.2 | 0.9 | | | 0.4 | | | | | | | | |
| 250-499 | 216 | | | 1.9 | 26.9 | 59.7 | 10.6 | | 0.9 | | | | | | | | | |
| 500-999 | 130 | | | | 16.2 | 63.8 | 20.0 | | | | | | | | | | | |
| 1,000-1,499 | 24 | | 4.2 | | 25.0 | 45.8 | 25.0 | | | | | | | | | | | |
| 1,500-1,999 | 7 | | | | 28.5 | 42.9 | 28.6 | | | | | | | | | | | |
| 2,000 or more | 2 | | | | 50.0 | 50.0 | | | | | | | | | | | | |
| Total | 650 | 0.2 | 0.6 | 5.7 | 39.4 | 44.6 | 9.0 | | 0.3 | 0.2 | | | | | | | | |

## TABLE 254

### Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | | | 23.3 | 25.6 | 32.5 | 14.0 | 2.3 | 2.3 | | | | | | | | | |
| 100-249 | 228 | 0.4 | 0.4 | 7.0 | 19.8 | 29.4 | 28.5 | 12.3 | 1.8 | | 0.4 | | | | | | | |
| 250-499 | 216 | | | 1.4 | 7.4 | 19.0 | 36.5 | 31.0 | 3.7 | | | 0.5 | | 0.5 | | | | |
| 500-999 | 130 | | | 3.1 | 6.9 | 20.8 | 32.3 | 30.0 | 6.9 | | | | | | | | | |
| 1,000-1,499 | 24 | | | 8.4 | 16.6 | 8.4 | 41.6 | 16.6 | 8.4 | | | | | | | | | |
| 1,500-1,999 | 7 | | | | | 14.2 | 42.9 | 42.9 | | | | | | | | | | |
| 2,000 or more | 2 | | | | 50.0 | | 50.0 | | | | | | | | | | | |
| Total | 650 | 0.2 | 0.2 | 5.4 | 13.2 | 23.4 | 31.7 | 21.8 | 3.7 | | 0.2 | 0.1 | | 0.1 | | | | |

## TABLE 255

### Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | | 2.3 | 23.3 | 41.9 | 27.9 | 2.3 | 2.3 | | | | | | | | | | |
| 100-249 | 228 | | 0.9 | 4.0 | 32.9 | 34.6 | 14.0 | 11.4 | 1.8 | | | 0.4 | | | | | | |
| 250-499 | 216 | | | 0.5 | 6.9 | 36.1 | 19.9 | 24.0 | 11.6 | 0.5 | | | | 0.5 | | | | |
| 500-999 | 130 | | | 0.8 | 0.8 | 16.1 | 27.7 | 31.5 | 15.4 | 7.7 | | | | | | | | |
| 1,000-1,499 | 24 | | | 4.1 | | 8.4 | 25.0 | 16.6 | 37.5 | 8.4 | | | | | | | | |
| 1,500-1,999 | 7 | | | | | | 14.3 | 14.3 | 42.9 | 28.5 | | | | | | | | |
| 2,000 or more | 2 | | | | | | | 50.0 | | 50.0 | | | | | | | | |
| Total | 650 | | 0.5 | 3.4 | 16.7 | 29.5 | 18.3 | 19.4 | 9.4 | 2.4 | | 0.2 | | 0.2 | | | | |

## TABLE 256

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 43 | 34.9 | 2.3 | | 11.6 | 51.2 | | | | | | | | | | | | |
| 100-249 | 228 | 20.6 | 0.4 | 1.3 | 14.1 | 62.3 | 0.9 | | | 0.4 | | | | | | | | |
| 250-499 | 216 | 20.8 | 0.9 | 4.6 | 14.8 | 57.5 | 1.4 | | | | | | | | | | | |
| 500-999 | 130 | 33.1 | 0.8 | 2.3 | 13.8 | 46.2 | 3.0 | 0.8 | | | | | | | | | | |
| 1,000-1,499 | 24 | 50.0 | | | 25.0 | 25.0 | | | | | | | | | | | | |
| 1,500-1,999 | 7 | 100.0 | | | | | | | | | | | | | | | | |
| 2,000 or more | 2 | 100.0 | | | | | | | | | | | | | | | | |
| Total | 650 | 26.3 | 0.8 | 2.5 | 14.3 | 54.5 | 1.4 | 0.1 | | 0.1 | | | | | | | | |

## TABLE 257

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 43 | | 9.3 | 20.9 | 48.8 | 16.3 | 4.7 | | | | | | | | | | | |
| 100-249 | 228 | 4.8 | 6.1 | 11.9 | 25.4 | 28.1 | 17.1 | 4.8 | 0.9 | 0.9 | | | | | | | | |
| 250-499 | 216 | | 0.9 | 6.5 | 10.2 | 25.9 | 26.4 | 19.0 | 7.4 | 2.7 | 0.5 | | 0.5 | | | | | |
| 500-999 | 130 | | | | 3.1 | 12.3 | 20.8 | 21.5 | 22.3 | 12.3 | 6.2 | 1.5 | | | | | | |
| 1,000-1,499 | 24 | | | | | | 20.8 | 16.7 | 25.0 | 20.8 | 8.3 | 4.2 | 4.2 | | | | | |
| 1,500-1,999 | 7 | | | | | | | 14.3 | 57.1 | 28.6 | | | | | | | | |
| 2,000 or more | 2 | | | | | | | | 50.0 | | | 50.0 | | | | | | |
| Total | 650 | 1.7 | 3.1 | 7.7 | 16.1 | 22.0 | 20.0 | 13.1 | 8.9 | 4.8 | 1.7 | 0.6 | 0.3 | | | | | |

## TABLE 258

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 43 | 20.9 | 4.7 | 30.2 | 23.3 | 18.6 | 2.3 | | | | | | | | | | | |
| 100-249 | 228 | 6.1 | | 11.9 | 55.7 | 25.5 | 0.4 | 0.4 | | | | | | | | | | |
| 250-499 | 216 | 0.5 | 0.9 | 32.0 | 54.6 | 10.6 | 1.4 | | | | | | | | | | | |
| 500-999 | 130 | | 1.5 | 27.7 | 46.2 | 23.1 | 1.5 | | | | | | | | | | | |
| 1,000-1,499 | 24 | | | 33.3 | 25.0 | 29.2 | 8.3 | 4.2 | | | | | | | | | | |
| 1,500-1,999 | 7 | | | | 57.1 | 14.3 | 14.3 | 14.3 | | | | | | | | | | |
| 2,000 or more | 2 | | | | 50.0 | | 50.0 | | | | | | | | | | | |
| Total | 650 | 3.7 | 0.9 | 23.5 | 50.2 | 19.5 | 1.7 | 0.5 | | | | | | | | | | |

## TABLE 259

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | 93.0 | 4.7 | 2.3 | | | | | | | | | | | | | | |
| 100-249 | 228 | 89.9 | 2.6 | 4.4 | 2.2 | 0.9 | | | | | | | | | | | | |
| 250-499 | 216 | 71.8 | 7.9 | 6.0 | 10.6 | 2.3 | 1.4 | | | | | | | | | | | |
| 500-999 | 130 | 45.4 | 16.2 | 16.9 | 17.7 | 3.8 | | | | | | | | | | | | |
| 1,000-1,499 | 24 | 12.5 | 20.8 | 25.0 | 33.3 | 4.2 | 4.2 | | | | | | | | | | | |
| 1,500-1,999 | 7 | | 42.8 | 14.3 | 14.3 | | 28.6 | | | | | | | | | | | |
| 2,000 or more | 2 | | 50.0 | | 50.0 | | | | | | | | | | | | | |
| Total | 650 | 71.0 | 8.5 | 8.2 | 9.4 | 2.0 | 0.9 | | | | | | | | | | | |

## TABLE 260

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | 97.7 | 2.3 | | | | | | | | | | | | | | | |
| 100-249 | 228 | 96.5 | 3.1 | 0.4 | | | | | | | | | | | | | | |
| 250-499 | 216 | 89.8 | 5.1 | 3.7 | 0.9 | 0.5 | | | | | | | | | | | | |
| 500-999 | 130 | 57.7 | 1 .5 | 20.8 | 6.2 | 3.8 | | | | | | | | | | | | |
| 1,000-1,499 | 24 | 20.9 | 8.3 | 37.5 | 12.5 | 8.3 | 8.3 | | | | | | | | | | | 4.2 |
| 1,500-1,999 | 7 | 14.3 | | 42.8 | 14.3 | 28.6 | | | | | | | | | | | | |
| 2,000 or more | 2 | | | | | | 100.0 | | | | | | | | | | | |
| Total | 650 | 82.6 | 5.5 | 7.4 | 2.2 | 1.5 | 0.6 | | | | | | | | | | | 0.2 |

## TABLE 261

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 228 | 99.6 | 0.4 | | | | | | | | | | | | | | | |
| 250-499 | 216 | 94.9 | 2.8 | 2.3 | | | | | | | | | | | | | | |
| 500-999 | 130 | 77.7 | 11.5 | 10.8 | | | | | | | | | | | | | | |
| 1,000-1,499 | 24 | 33.3 | 25.0 | 37.5 | 4.2 | | | | | | | | | | | | | |
| 1,500-1,999 | 7 | 14.3 | 28.6 | 57.1 | | | | | | | | | | | | | | |
| 2,000 or more | 2 | | | 100.0 | | | | | | | | | | | | | | |
| Total | 650 | 90.0 | 4.6 | 5.2 | 0.2 | | | | | | | | | | | | | |

TABLE 262

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | 69.8 | 18.6 | 11.6 | | | | | | | | | | | | | | |
| 100-249 | 228 | 56.6 | 22.4 | 19.3 | 1.3 | 0.4 | | | | | | | | | | | | |
| 250-499 | 216 | 24.6 | 27.3 | 38.9 | 8.3 | 0.9 | | | | | | | | | | | | |
| 500-999 | 130 | 7.7 | 17.7 | 53.8 | 17.7 | 3.1 | | | | | | | | | | | | |
| 1,000-1,499 | 24 | 4.2 | | 41.6 | 37.5 | 12.5 | | 4.2 | | | | | | | | | | |
| 1,500-1,999 | 7 | | 14.3 | | 57.1 | 14.3 | 14.3 | | | | | | | | | | | |
| 2,000 or more | 2 | | | | 50.0 | 50.0 | | | | | | | | | | | | |
| Total | 650 | 34.3 | 21.8 | 32.8 | 8.9 | 1.8 | 0.2 | 0.2 | | | | | | | | | | |

TABLE 263

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Health and Physical Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Health and Physical Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 43 | | 69.8 | 30.2 | | | | | | | | | | | | | | |
| 100-249 | 228 | 1.3 | 71.5 | 25.9 | 0.9 | 0.4 | | | | | | | | | | | | |
| 250-499 | 216 | 2.3 | 65.3 | 28.2 | 4.2 | | | | | | | | | | | | | |
| 500-999 | 130 | 1.5 | 54.6 | 39.3 | 4.6 | | | | | | | | | | | | | |
| 1,000-1,499 | 24 | 8.3 | 50.0 | 41.7 | | | | | | | | | | | | | | |
| 1,500-1,999 | 7 | | 71.4 | 14.3 | 14.3 | | | | | | | | | | | | | |
| 2,000 or more | 2 | | 50.0 | 50.0 | | | | | | | | | | | | | | |
| Total | 650 | 1.8 | 65.0 | 30.2 | 2.8 | 0.2 | | | | | | | | | | | | |

TABLE 264

Number and Per Cent of North Carolina High School Pupils in Grades 9-12 by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 1,494 | 0.6 |
| 21-25 | 9,675 | 3.8 |
| 26-30 | 29,955 | 11.7 |
| 31-35 | 54,695 | 21.3 |
| 36-40 | 67,002 | 26.1 |
| 41-45 | 39,680 | 15.5 |
| 46-50 | 19,907 | 7.8 |
| 51-55 | 21,540 | 8.4 |
| 56-60 | 8,646 | 3.4 |
| 61-65 | 3,350 | 1.3 |
| 66 and over | 250 | 0.1 |
| Total | 256,194 | 100.0 |

TABLE 265

Percentage Distribution of North Carolina High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Area

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 0.1 | 2.1 | 54.9 | 22.7 | 13.9 | 6.0 | 0.1 | 0.2 | |
| Social Studies | 0.1 | 0.1 | 3.5 | 10.9 | 19.6 | 34.8 | 25.7 | 5.0 | | 0.1 | 0.2 |
| Mathematics | | 0.1 | 1.9 | 7.9 | 22.7 | 21.0 | 23.7 | 16.0 | 6.5 | | 0.2 |
| Science | 0.1 | 0.5 | 2.0 | 28.2 | 54.3 | 14.6 | | 0.2 | 0.1 | | |
| Foreign Language | 0.9 | 6.3 | 36.6 | 8.5 | 20.8 | 8.8 | 4.8 | 4.4 | 2.0 | 4.4 | 2.5 |
| Art | 76.0 | 9.3 | 14.2 | 0.5 | | | | | | | |
| Music | 19.7 | 17.5 | 39.5 | 17.3 | 4.6 | 0.8 | 0.6 | | | | |
| Home Economics | 1.3 | 0.8 | 25.6 | 48.0 | 19.3 | 3.6 | 1.4 | | | | |
| Agriculture | 34.6 | 0.8 | 2.6 | 14.0 | 45.9 | 1.7 | 0.3 | | 0.1 | | |
| Vocational T and I | 65.1 | 6.9 | 15.6 | 5.2 | 4.0 | 2.8 | | | | | 0.4 |
| Industrial Arts | 53.0 | 14.3 | 12.5 | 15.1 | 2.8 | 2.3 | | | | | |
| Business Education | 0.6 | 1.2 | 3.9 | 8.7 | 16.8 | 19.7 | 16.6 | 17.4 | 9.0 | 3.5 | 2.6 |
| Health and P.E. | 2.4 | 60.2 | 33.4 | 3.9 | 0.1 | | | | | | |
| Total | 19.5 | 9.1 | 14.7 | 13.1 | 20.4 | 10.2 | 6.7 | 3.8 | 1.4 | 0.6 | 0.5 |

TABLE 266

Per Cent of Classes in North Carolina High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 979 | 19.7 | 20.9 | 23.4 | 15.7 | 12.7 | 5.2 | 1.7 | 0.7 |
| 100-249 | 8,176 | 9.0 | 14.8 | 19.0 | 19.3 | 17.6 | 13.2 | 5.1 | 2.0 |
| 250-499 | 14,113 | 3.4 | 8.2 | 14.1 | 19.6 | 24.2 | 21.1 | 6.6 | 2.8 |
| 500-999 | 16,211 | 2.1 | 5.4 | 10.9 | 19.4 | 30.4 | 23.6 | 5.9 | 2.3 |
| 1,000-1,499 | 5,015 | 2.1 | 3.8 | 8.2 | 16.5 | 33.9 | 28.8 | 4.3 | 2.4 |
| 1,500-1,999 | 2,173 | 1.4 | 2.9 | 8.6 | 18.1 | 34.0 | 25.3 | 7.3 | 2.4 |
| 2,000 or more | 635 | 4.3 | 4.3 | 6.7 | 11.2 | 27.4 | 26.3 | 17.0 | 2.8 |
| Total | 47,302 | 4.1 | 7.9 | 13.1 | 18.9 | 26.4 | 21.3 | 5.9 | 2.4 |

TABLE 267

Per Cent of Classes in North Carolina High Schools within Various Class Size Categories, by Subject Area

| Subject areas | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Language Arts | 9,476 | 1.0 | 3.0 | 9.6 | 20.4 | 33.3 | 25.8 | 5.9 | 1.0 |
| Mathematics | 6,394 | 2.7 | 5.0 | 9.6 | 17.0 | 29.5 | 28.0 | 6.6 | 1.6 |
| Science | 6,521 | 1.8 | 3.9 | 9.5 | 19.7 | 33.3 | 24.1 | 6.1 | 1.6 |
| Social Studies | 6,595 | 0.5 | 2.2 | 7.2 | 16.5 | 31.2 | 31.0 | 8.5 | 2.9 |
| Foreign Languages | 2,464 | 5.4 | 8.2 | 15.2 | 23.3 | 26.7 | 17.5 | 3.1 | 0.6 |
| Physical Education | 2,175 | 4.0 | 4.0 | 8.8 | 16.2 | 23.5 | 21.1 | 13.2 | 9.2 |
| Music | 906 | 8.9 | 9.9 | 8.4 | 10.5 | 11.3 | 8.2 | 8.6 | 34.2 |
| Art | 260 | 2.7 | 15.0 | 20.0 | 22.7 | 21.9 | 14.2 | 2.7 | 0.8 |
| Business Education | 5,013 | 4.7 | 8.7 | 14.8 | 18.6 | 24.5 | 19.6 | 7.2 | 1.9 |
| Home Economics | 3,318 | 10.3 | 21.7 | 30.6 | 22.4 | 10.4 | 3.8 | 0.6 | 0.2 |
| Agriculture | 2,462 | 18.2 | 31.9 | 25.9 | 14.9 | 5.4 | 2.5 | 0.9 | 0.3 |
| Industrial Arts | 883 | 7.5 | 17.6 | 31.6 | 24.9 | 13.4 | 4.0 | 0.8 | 0.2 |
| Vocational T and I | 835 | 12.6 | 24.8 | 23.2 | 21.0 | 11.8 | 4.4 | 1.2 | 1.0 |
| Total | 47,302 | 4.1 | 7.9 | 13.1 | 18.9 | 26.4 | 21.3 | 5.9 | 2.4 |

TABLE 268

Number and Per Cent of South Carolina High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 3 | 1.5 | 1 | 1.2 | | | | | 4 | 1.1 |
| 100-249 | 53 | 25.7 | 15 | 17.9 | 1 | 2.0 | | | 69 | 19.4 |
| 250-499 | 81 | 39.3 | 25 | 29.8 | 13 | 26.6 | 3 | 18.7 | 122 | 34.3 |
| 500-999 | 58 | 28.2 | 31 | 36.8 | 22 | 44.9 | 6 | 37.5 | 117 | 33.0 |
| 1,000-1,499 | 11 | 5.3 | 9 | 10.7 | 11 | 22.4 | 4 | 25.0 | 35 | 9.9 |
| 1,500-1,999 | | | 3 | 3.6 | 2 | 4.1 | 3 | 18.8 | 8 | 2.3 |
| 2,000 or more* | | | | | | | | | | |
| Total | 206 | 100.0 | 84 | 100.0 | 49 | 100.0 | 16 | 100.0 | 355 | 100.0 |

* No schools in this size range.

TABLE 269

Pupil Enrollment in South Carolina High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 262 | 65 | | | 327 |
| 100-249 | 9,781 | 2,616 | 225 | | 12,622 |
| 250-499 | 30,860 | 13,434 | 4,916 | 1,154 | 50,364 |
| 500-999 | 39,680 | 19,985 | 15,504 | 4,479 | 79,648 |
| 1,000-1,499 | 13,198 | 10,830 | 13,147 | 4,180 | 41,355 |
| 1,500-1,999 | | 4,653 | 3,364 | 4,838 | 12,855 |
| 2,000 or more | | | | | |
| Total | 93,781 | 51,583 | 37,156 | 14,651 | 197,171 |

TABLE 270

College Training of South Carolina High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 29 | 2 | 6.9 | 24 | 82.8 | 3 | 10.3 | | | | | |
| 100-249 | 644 | 76 | 11.8 | 555 | 86.2 | 13 | 2.0 | 40 | 22 | 55.0 | 18 | 45.0 |
| 250-499 | 1,747 | 273 | 15.6 | 1,440 | 82.4 | 34 | 2.0 | 110 | 74 | 67.3 | 36 | 32.7 |
| 500-999 | 3,053 | 554 | 18.1 | 2,459 | 80.6 | 40 | 1.3 | 110 | 94 | 85.4 | 16 | 14.6 |
| 1,000-1,499 | 1,629 | 401 | 24.6 | 1,221 | 75.0 | 7 | 0.4 | 35 | 32 | 91.4 | 3 | 8.6 |
| 1,500-1,999 | 530 | 158 | 29.8 | 370 | 69.8 | 2 | 0.4 | 8 | 7 | 87.5 | 1 | 12.5 |
| 2,000 or more | | | | | | | | | | | | |
| Total | 7,632 | 1,464 | 19.2 | 6,069 | 79.5 | 99 | 1.3 | 303 | 229 | 75.6 | 74 | 24.4 |

TABLE 271

College Training of South Carolina High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance Counselors | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total Number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent | Number | Per cent |
| 99 or fewer | 1 | | | 1 | 100.0 | | | | | | | | | |
| 100-249 | 54 | 10 | 18.5 | 42 | 77.8 | 2 | 3.7 | 12 | 3 | 25.0 | 9 | 75.0 | | |
| 250-499 | 120 | 20 | 16.7 | 100 | 83.3 | | | 62 | 24 | 38.7 | 38 | 61.3 | | |
| 500-999 | 115 | 30 | 26.1 | 85 | 73.9 | | | 112 | 60 | 53.6 | 51 | 45.5 | 1 | 0.9 |
| 1,000-1,499 | 49 | 17 | 34.7 | 32 | 65.3 | | | 67 | 45 | 67.2 | 22 | 32.8 | | |
| 1,500-1,999 | 17 | 5 | 29.4 | 12 | 70.6 | | | 20 | 14 | 70.0 | 6 | 30.0 | | |
| 2,000 or more | | | | | | | | | | | | | | |
| Total | 356 | 82 | 23.0 | 272 | 76.4 | 2 | 0.6 | 273 | 146 | 53.5 | 126 | 46.1 | 1 | 0.4 |

TABLE 272

Number and Per Cent of South Carolina High School Teachers Holding Degrees from South Carolina Colleges, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from South Carolina colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 29 | 27 | 93.1 |
| 100-249 | 644 | 564 | 87.6 |
| 250-499 | 1,747 | 1,501 | 85.9 |
| 500-999 | 3,053 | 2,525 | 82.7 |
| 1,000-1,499 | 1,629 | 1,310 | 80.4 |
| 1,500-1,999 | 530 | 423 | 79.8 |
| 2,000 or more | | | |
| Total | 7,632 | 6,350 | 83.2 |

TABLE 273

Per Cent of South Carolina High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 29 | 6.9 | 3.4 | 13.8 | 6.9 | | 10.4 | 13.8 | 13.8 | 6.9 | 24.1 |
| 100-249 | 644 | 7.5 | 6.1 | 5.4 | 5.3 | 5.0 | 4.0 | 17.8 | 15.4 | 15.2 | 18.3 |
| 250-499 | 1,747 | 8.2 | 5.9 | 5.7 | 5.7 | 4.7 | 5.0 | 18.9 | 17.2 | 10.7 | 18.0 |
| 500-999 | 3,053 | 10.8 | 6.8 | 6.6 | 5.4 | 5.1 | 4.3 | 18.7 | 13.9 | 10.3 | 18.1 |
| 1,000-1,499 | 1,629 | 10.9 | 7.4 | 6.4 | 5.2 | 4.9 | 4.2 | 17.6 | 12.5 | 8.7 | 22.2 |
| 1,500-1,999 | 530 | 12.6 | 5.3 | 6.4 | 4.2 | 4.0 | 3.8 | 17.0 | 10.9 | 6.8 | 29.0 |
| 2,000 or more | | | | | | | | | | | |
| Total | 7,632 | 10.0 | 6.5 | 6.3 | 5.3 | 4.9 | 4.4 | 18.3 | 14.3 | 10.2 | 19.8 |

## TABLE 274

### Per Cent of South Carolina High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | | | | | | |
| 100-249 | 40 | 15.0 | 20.0 | 22.5 | 10.0 | 32.5 |
| 250-499 | 110 | 6.4 | 15.5 | 11.8 | 22.7 | 43.6 |
| 500-999 | 110 | 3.6 | 13.6 | 12.8 | 20.0 | 50.0 |
| 1,000-1,499 | 35 | 5.7 | 5.7 | 22.9 | 11.4 | 54.3 |
| 1,500-1,999 | 8 | | | 12.5 | 25.0 | 62.5 |
| 2,000 or more | | | | | | |
| Total | 303 | 6.3 | 13.8 | 14.9 | 18.8 | 46.2 |

## TABLE 275

### Sex of South Carolina High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total Number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 29 | 8 | 27.6 | 21 | 72.4 | | | | | |
| 100-249 | 644 | 241 | 37.4 | 403 | 62.6 | 40 | 40 | 100.0 | | |
| 250-499 | 1,747 | 659 | 37.7 | 1,088 | 62.3 | 110 | 106 | 96.4 | 4 | 3.6 |
| 500-999 | 3,053 | 1,121 | 36.7 | 1,932 | 63.3 | 110 | 108 | 98.2 | 2 | 1.8 |
| 1,000-1,499 | 1,629 | 562 | 34.5 | 1,067 | 65.5 | 35 | 35 | 100.0 | | |
| 1,500-1,999 | 530 | 165 | 31.1 | 365 | 68.9 | 8 | 8 | 100.0 | | |
| 2,000 or more | | | | | | | | | | |
| Total | 7,632 | 2,756 | 36.1 | 4,876 | 63.9 | 303 | 297 | 98.0 | 6 | 2.0 |

## TABLE 276

### Annual Salaries of South Carolina High School Teachers by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 29 | 3.4 | 3.4 | 20.7 | 13.8 | 20.8 | 20.7 | 13.8 | | 3.4 | | | |
| 100-249 | 644 | 7.8 | 3.3 | 9.5 | 19.9 | 23.0 | 13.2 | 10.2 | 6.0 | 4.8 | 1.7 | 0.6 | |
| 250-499 | 1,747 | 5.3 | 4.4 | 13.0 | 21.0 | 21.9 | 15.6 | 9.9 | 4.4 | 3.0 | 1.0 | 0.5 | |
| 500-999 | 3,053 | 5.1 | 3.1 | 12.1 | 23.9 | 21.2 | 16.1 | 9.0 | 4.8 | 2.7 | 1.3 | 0.6 | 0.1 |
| 1,000-1,499 | 1,629 | 4.6 | 1.6 | 6.7 | 18.9 | 21.8 | 20.4 | 13.4 | 7.6 | 3.0 | 1.1 | 0.6 | 0.3 |
| 1,500-1,999 | 530 | 3.6 | 1.1 | 3.0 | 20.4 | 18.7 | 19.1 | 16.0 | 13.6 | 1.5 | 0.9 | 1.7 | 0.4 |
| 2,000 or more | | | | | | | | | | | | | |
| Total | 7,632 | 5.2 | 3.0 | 10.3 | 21.6 | 21.5 | 16.9 | 10.7 | 6.0 | 2.9 | 1.2 | 0.6 | 0.1 |

## TABLE 277

### Annual Salaries of South Carolina High School Principals by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 and above |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 40 | 5.0 | 10.0 | 15.0 | 15.0 | 22.5 | 15.0 | 5.0 | 10.0 | 2.5 | | | | | |
| 250-499 | 110 | 0.9 | 5.5 | 13.6 | 15.5 | 19.1 | 11.8 | 17.3 | 12.7 | 3.6 | | | | | |
| 500-999 | 110 | 1.8 | | 6.4 | 12.7 | 15.5 | 17.3 | 12.6 | 10.0 | 16.4 | 5.5 | 0.9 | 0.9 | | |
| 1,000-1,499 | 35 | | | 8.6 | 2.9 | 8.6 | 5.6 | 11.4 | 14.3 | 14.3 | 17.1 | 11.4 | 2.9 | 2.9 | |
| 1,500-1,999 | 8 | | | | | | | 25.0 | 12.5 | 12.5 | | | 12.5 | 25.0 | 12.5 |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 303 | 1.7 | 3.3 | 10.2 | 12.5 | 16.5 | 13.2 | 13.6 | 11.6 | 9.6 | 4.0 | 1.7 | 1.0 | 1.0 | 0.1 |

## TABLE 278

### Percentage Distribution of South Carolina Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 3 | | 100.0 | | | | | | | | | | | | |
| 100-249 | 53 | 3.8 | 50.9 | 37.8 | 7.5 | | | | | | | | | | |
| 250-499 | 81 | 2.5 | 22.2 | 43.2 | 27.2 | 4.9 | | | | | | | | | |
| 500-999 | 58 | | 3.4 | 17.2 | 36.3 | 25.9 | 13.8 | 1.7 | 1.7 | | | | | | |
| 1,000-1,499 | 11 | | | | | 45.4 | 18.2 | 36.4 | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 206 | 1.9 | 24.2 | 31.6 | 22.8 | 11.7 | 4.9 | 2.4 | 0.5 | | | | | | |

## TABLE 279

### Percentage Distribution of South Carolina Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 1 | | 100.0 | | | | | | | | | | | | |
| 100-249 | 15 | | 26.7 | 53.3 | 13.3 | | 6.7 | | | | | | | | |
| 250-499 | 25 | | 12.0 | 24.0 | 28.0 | 24.0 | 12 0 | | | | | | | | |
| 500-999 | 31 | | | 19.4 | 29.0 | 38.7 | 9.7 | 3.2 | | | | | | | |
| 1,000-1,499 | 9 | | | | 11.1 | 11.1 | 55.6 | 22.2 | | | | | | | |
| 1,500-1,999 | 3 | | | | | 33.3 | | 33.3 | | 33.4 | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 84 | | 9.5 | 23.8 | 22.6 | 23.8 | 14.3 | 4.8 | | 1.2 | | | | | |

## TABLE 280

### Percentage Distribution of South Carolina Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 1 | | | | 100.0 | | | | | | | | | | |
| 250-499 | 13 | | 15.4 | 23.0 | | 30.8 | 30.8 | | | | | | | | |
| 500-999 | 22 | | | 4.5 | 22.7 | 18.2 | 31.9 | 13.6 | 9.1 | | | | | | |
| 1,000-1,499 | 11 | 9.1 | | | 9.1 | 9.1 | 9.1 | 18.2 | 9.1 | 27.2 | | | 9.1 | | |
| 1,500-1,999 | 2 | | | | | | | 50.0 | | 50.0 | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 49 | 2.0 | 4.1 | 8.2 | 14.3 | 18.4 | 24.5 | 12.2 | 6.1 | 8.2 | | | 2.0 | | |

## TABLE 281

### Percentage Distribution of South Carolina Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 3 | | | | 66.7 | 33.3 | | | | | | | | | |
| 500-999 | 6 | | | 16.7 | | 33.3 | 16.7 | | 33.3 | | | | | | |
| 1,000-1,499 | 4 | | | | | | | 50.0 | 25.0 | 25.0 | | | | | |
| 1,500-1,999 | 3 | | | | | 33.3 | | 33.3 | | | | | 33.4 | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 16 | | | 6.3 | 12.5 | 25.0 | 6.2 | 18.7 | 18.7 | 6.3 | | | 6.3 | | |

## TABLE 282

### Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | | | 25.0 | 75.0 | | | | | | | | | | | | |
| 100-249 | 69 | | | | | 92.7 | 5.8 | | 1.5 | | | | | | | | | |
| 250-499 | 122 | | | 1.6 | 1.6 | 70.5 | 20.5 | 4.2 | 1.6 | | | | | | | | | |
| 500-999 | 117 | | | 0.8 | 1.7 | 47.9 | 29.9 | 15.4 | 4.3 | | | | | | | | | |
| 1,000-1,499 | 35 | | | | | 22.8 | 34.3 | 20.0 | 11.4 | 5.7 | 2.9 | | | 2.9 | | | | |
| 1,500-1,999 | 8 | | | | | | 62.5 | 25.0 | 12.5 | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | | | 0.8 | 1.4 | 61.1 | 22.8 | 9.0 | 3.7 | 0.6 | 0.3 | | | 0.3 | | | | |

## TABLE 283

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | 50.0 | 50.0 | | | | | | | | | | | | | | | |
| 100-249 | 69 | 30.5 | 36.2 | 27.5 | 2.9 | 2.9 | | | | | | | | | | | | |
| 250-499 | 122 | 18.0 | 21.3 | 42.6 | 2.5 | 14.8 | | | | 0.8 | | | | | | | | |
| 500-999 | 117 | 3.4 | 10.3 | 34.2 | 9.4 | 21.4 | 8.5 | 5.1 | 4.2 | 2.6 | | 0.9 | | | | | | |
| 1,000-1,499 | 35 | 2.9 | 2.9 | 17.1 | 5.7 | 28.6 | 11.4 | 11.4 | 5.7 | 2.9 | 5.7 | | | | 5.7 | | | |
| 1,500-1,999 | 8 | | | 12.5 | | 12.5 | 25.0 | 12.5 | 12.5 | | 12.5 | 12.5 | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 14.1 | 18.6 | 33.2 | 5.1 | 15.8 | 4.5 | 3.1 | 2.2 | 1.4 | 0.8 | 0.6 | | | 0.6 | | | |

## TABLE 284

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | | 50.0 | 50.0 | | | | | | | | | | | | | |
| 100-249 | 69 | 1.4 | 1.4 | 18.9 | 72.5 | 5.8 | | | | | | | | | | | | |
| 250-499 | 122 | 1.6 | 0.8 | 7.4 | 53.3 | 34.4 | 2.5 | | | | | | | | | | | |
| 500-999 | 117 | 3.4 | 1.7 | 2.6 | 31.6 | 47.9 | 11.9 | 0.9 | | | | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | 2.9 | 2.9 | 2.9 | 54.3 | 20.0 | 8.5 | | 5.6 | | | | | | | | |
| 1,500-1,999 | 8 | | | | 12.5 | 50.0 | 12.5 | 12.5 | 12.5 | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 2.2 | 1.4 | 7.9 | 43.9 | 35.2 | 7.1 | 1.4 | 0.3 | 0.6 | | | | | | | | |

## TABLE 285

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | | 50.0 | 50.0 | | | | | | | | | | | | | |
| 100-249 | 69 | | 8.7 | 33.3 | 42.0 | 13.1 | | 2.9 | | | | | | | | | | |
| 250-499 | 122 | | 0.8 | 15.6 | 30.3 | 39.4 | 9.9 | 3.2 | | | | | | | | | | 0.8 |
| 500-999 | 117 | | | 3.4 | 16.2 | 41.9 | 22.2 | 14.6 | 1.7 | | | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | | | 2.9 | 22.8 | 34.3 | 17.1 | 20.0 | | | | | | | | | |
| 1,500-1,999 | 8 | | | | 12.5 | 25.0 | 12.5 | 37.5 | 12.5 | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 0.3 | 2.0 | 13.5 | 25.0 | 32.7 | 14.4 | 9.0 | 2.8 | | | | | | | | | 0.3 |

## TABLE 286

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | 25.0 | 25.0 | 25.0 | 25.0 | | | | | | | | | | | | |
| 100-249 | 69 | | | 2.9 | 24.6 | 30.5 | 26.1 | 11.6 | 4.3 | | | | | | | | | |
| 250-499 | 122 | 0.8 | | 2.5 | 12.3 | 24.6 | 27.8 | 19.7 | 9.8 | 2.5 | | | | | | | | |
| 500-999 | 117 | | | | 5.1 | 15.4 | 23.1 | 23.1 | 19.6 | 11.1 | 1.7 | | 0.9 | | | | | |
| 1,000-1,499 | 35 | | 2.9 | | | 8.6 | 11.4 | 25.8 | 17.1 | 17.1 | 11.4 | 5.7 | | | | | | |
| 1,500-1,999 | 8 | | | | | | 12.5 | | 25.0 | 25.0 | 12.5 | 12.5 | 12.5 | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 0.3 | 0.6 | 1.7 | 11.0 | 20.5 | 23.6 | 19.1 | 13.0 | 6.8 | 2.0 | 0.8 | 0.6 | | | | | |

## TABLE 287

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 69 | 14.6 | 1.4 | 26.1 | 56.5 | 1.4 | | | | | | | | | | | | |
| 250-499 | 122 | 11.5 | 0.8 | 11.5 | 72.1 | 4.1 | | | | | | | | | | | | |
| 500-999 | 117 | 27.4 | 0.9 | 16.2 | 52.1 | 3.4 | | | | | | | | | | | | |
| 1,000-1,499 | 35 | 54.3 | | 2.9 | 42.8 | | | | | | | | | | | | | |
| 1,500-1,999 | 8 | 50.0 | 25.0 | | 25.0 | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 23.4 | 1.4 | 14.7 | 57.7 | 2.8 | | | | | | | | | | | | |

## TABLE 288

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | | | 75.0 | | 25.0 | | | | | | | | | | | |
| 100-249 | 69 | 8.7 | 1.4 | 11.6 | 16.0 | 37.7 | 23.2 | 1.4 | | | | | | | | | | |
| 250-499 | 122 | 5.7 | 0.8 | 18.9 | 19.7 | 23.0 | 22.1 | 8.2 | 1.6 | | | | | | | | | |
| 500-999 | 117 | 0.9 | 0.9 | 9.4 | 11.1 | 24.8 | 35.9 | 11.9 | 4.2 | | | 0.9 | | | | | | |
| 1,000-1,499 | 35 | 2.9 | | | 2.9 | 11.4 | 37.1 | 22.8 | 8.6 | 11.4 | 2.9 | | | | | | | |
| 1,500-1,999 | 8 | | | 12.5 | | 12.5 | | 25.0 | | 37.5 | 12.5 | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 4.2 | 0.8 | 12.1 | 14.7 | 24.8 | 27.9 | 9.8 | 2.8 | 2.0 | 0.6 | 0.3 | | | | | | |

## TABLE 289

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | | 75.0 | 25.0 | | | | | | | | | | | | | |
| 100-249 | 69 | 10.1 | 1.4 | 16.0 | 65.3 | 5.8 | 1.4 | | | | | | | | | | | |
| 250-499 | 122 | 3.2 | 0.9 | 12.3 | 62.3 | 20.4 | | 0.9 | | | | | | | | | | |
| 500-999 | 117 | 6.0 | 0.9 | 16.2 | 41.0 | 34.2 | 1.7 | | | | | | | | | | | |
| 1,000-1,499 | 35 | 5.7 | 2.9 | 8.6 | 45.7 | 37.1 | | | | | | | | | | | | |
| 1,500-1,999 | 8 | | | 25.0 | 25.0 | 25.0 | 25.0 | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 5.6 | 1.1 | 14.9 | 53.0 | 23.7 | 1.4 | 0.3 | | | | | | | | | | |

## TABLE 290

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 69 | 85.5 | 10.2 | 4.3 | | | | | | | | | | | | | | |
| 250-499 | 122 | 64.8 | 25.4 | 8.2 | 0.8 | 0.8 | | | | | | | | | | | | |
| 500-999 | 117 | 45.2 | 24.8 | 19.7 | 8.5 | 0.9 | 0.9 | | | | | | | | | | | |
| 1,000-1,499 | 35 | 20.0 | 14.3 | 28.6 | 31.4 | 5.7 | | | | | | | | | | | | |
| 1,500-1,999 | 8 | | | 12.5 | 37.5 | 37.5 | 12.5 | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 56.9 | 20.6 | 13.8 | 7.0 | 1.4 | 0.3 | | | | | | | | | | | |

## TABLE 291

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | 75.0 | 25.0 | | | | | | | | | | | | | | | |
| 100-249 | 69 | 82.7 | 14.5 | | 1.4 | 1.4 | | | | | | | | | | | | |
| 250-499 | 122 | 73.0 | 17.2 | 5.7 | 1.6 | 2.5 | | | | | | | | | | | | |
| 500-999 | 117 | 43.6 | 29.9 | 11.1 | 7.7 | 3.4 | 1.7 | 1.7 | 0.9 | | | | | | | | | |
| 1,000-1,499 | 35 | 22.8 | 8.6 | 28.6 | 14.3 | 11.4 | 5.7 | 8.6 | | | | | | | | | | |
| 1,500-1,999 | 8 | | 25.0 | 12.5 | 25.0 | 12.5 | | 25.0 | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 58.5 | 20.3 | 8.7 | 5.4 | 3.7 | 1.1 | 2.0 | 0.3 | | | | | | | | | |

## TABLE 292
Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 69 | 92.8 | 1.4 | 5.8 | | | | | | | | | | | | | | |
| 250-499 | 122 | 94.3 | 4.1 | 1.6 | | | | | | | | | | | | | | |
| 500-999 | 117 | 85.4 | 13.7 | 0.9 | | | | | | | | | | | | | | |
| 1,000-1,499 | 35 | 54.3 | 37.1 | 2.9 | 5.7 | | | | | | | | | | | | | |
| 1,500-1,999 | 8 | 25.0 | 62.5 | 12.5 | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 85.6 | 11.3 | 2.5 | 0.6 | | | | | | | | | | | | | |

## TABLE 293
Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 4 | | 75.0 | | 25.0 | | | | | | | | | | | | | |
| 100-249 | 69 | 45.0 | 33.3 | 20.3 | 1.4 | | | | | | | | | | | | | |
| 250-499 | 122 | 29.5 | 26.2 | 37.7 | 6.6 | | | | | | | | | | | | | |
| 500-999 | 117 | 7.7 | 24.8 | 51.3 | 14.5 | 1.7 | | | | | | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | 8.6 | 62.8 | 17.1 | 8.6 | | | | | | | | | | | | |
| 1,500-1,999 | 8 | 12.5 | | 50.0 | 12.5 | 25.0 | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | | | | |
| Total | 355 | 22.0 | 25.4 | 41.0 | 9.6 | 2.0 | | | | | | | | | | | | |

## TABLE 294
Number and Per Cent of South Carolina High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 1,826 | 1.3 |
| 21-25 | 9,045 | 6.3 |
| 26-30 | 21,111 | 14.8 |
| 31-35 | 26,760 | 18.7 |
| 36-40 | 30,236 | 21.2 |
| 41-45 | 20,573 | 14.4 |
| 46-50 | 16,904 | 11.8 |
| 51-55 | 5,925 | 4.2 |
| 56-60 | 7,404 | 5.2 |
| 62 | 1,574 | 1.1 |
| 71 | 1,412 | 1.0 |
| Total | 142,770 | 100.0 |

TABLE 295

Percentage Distribution of South Carolina High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 1.6 | 2.2 | 41.5 | 29.7 | 15.1 | 6.9 | 1.3 | 0.7 | 1.0 |
| Social Studies | 0.9 | 0.6 | 5.8 | 15.9 | 34.5 | 19.9 | 15.7 | 6.7 | | | |
| Mathematics | 0.2 | 0.9 | 0.6 | 5.4 | 14.1 | 19.4 | 20.2 | 17.9 | 11.5 | 5.3 | 4.5 |
| Science | 2.6 | 1.7 | 4.1 | 28.3 | 45.1 | 11.1 | 4.2 | 1.0 | 1.9 | | |
| Foreign Languages | 7.2 | 10.0 | 28.6 | 6.6 | 19.8 | 8.4 | 6.0 | 4.8 | 2.3 | 2.7 | 3.6 |
| Art | 73.5 | 22.4 | 2.8 | 1.3 | | | | | | | |
| Music | 13.0 | 19.4 | 50.5 | 12.8 | 4.3 | | | | | | |
| Home Economics | 5.4 | 1.6 | 13.8 | 46.2 | 29.4 | 3.3 | 0.3 | | | | |
| Agriculture | 32.2 | 2.9 | 11.6 | 51.1 | 2.2 | | | | | | |
| Industrial Arts | 40.4 | 20.2 | 19.9 | 16.2 | 3.1 | 0.2 | | | | | |
| Vocational T and I | 41.7 | 21.7 | 13.8 | 10.2 | 5.5 | 2.4 | 4.4 | 0.3 | | | |
| Business Education | 2.7 | 0.5 | 8.8 | 9.7 | 19.8 | 29.1 | 16.2 | 4.8 | 6.1 | 2.0 | 0.3 |

TABLE 296

Number and Per Cent of South Carolina High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 278 | 265 | 14 | 62 | 73 | 5 | 22.3 | 27.5 | 35.7 |
| 100-249 | 10,408 | 9,871 | 1,142 | 2,157 | 1,140 | 113 | 20.7 | 11.5 | 9.9 |
| 250-499 | 35,979 | 31,686 | 4,514 | 4,942 | 3,482 | 844 | 13.7 | 10.9 | 18.7 |
| 500-999 | 63,866 | 55,311 | 12,239 | 5,945 | 4,877 | 369 | 9.3 | 8.8 | 3.0 |
| 1,000-1,499 | 33,311 | 27,197 | 8,721 | 1,318 | 587 | 496 | 4.0 | 2.2 | 5.7 |
| 1,500-1,999 | 8,955 | 7,366 | 3,717 | 165 | 285 | | 1.8 | 3.9 | |
| 2,000 or more | | | | | | | | | |
| Total | 152,797 | 131,696 | 30,347 | 14,589 | 10,444 | 1,827 | 9.5 | 7.9 | 6.0 |

TABLE 297

Number and Per Cent of South Carolina High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 355 | 223 | 122 | 17 | 49 | | 4.8 | 22.0 | |
| 100-249 | 14,017 | 8,939 | 3,542 | 1,139 | 1,291 | 251 | 8.1 | 14.4 | 7.1 |
| 250-499 | 46,861 | 33,159 | 10,613 | 3,274 | 4,070 | 327 | 7.0 | 12.3 | 3.1 |
| 500-999 | 81,854 | 60,838 | 19,022 | 4,473 | 3,676 | 204 | 5.5 | 6.0 | 1.1 |
| 1,000-1,499 | 42,844 | 32,299 | 8,867 | 698 | 724 | | 1.6 | 2.2 | |
| 1,500-1,999 | 12,216 | 9,120 | 3,429 | 238 | 33 | | 1.9 | 0.4 | |
| 2,000 or more | | | | | | | | | |
| Total | 198,147 | 144,578 | 37,495 | 9,839 | 9,843 | 782 | 5.0 | 6.8 | 2.1 |

TABLE 298

Number and Per Cent of South Carolina High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 40 | | 1,441 | | | 64 | | | 4.4 |
| 100-249 | 379 | 328 | 7,400 | | 21 | 2,255 | | 6.4 | 30.5 |
| 250-499 | 2,214 | 2,244 | 22,729 | 71 | 69 | 2,555 | 3.2 | 3.1 | 11.2 |
| 500-999 | 5,755 | 6,661 | 36,733 | 272 | 319 | 2,973 | 4.7 | 4.8 | 8.1 |
| 1,000-1,499 | 4,274 | 3,534 | 22,785 | 81 | 19 | 621 | 1.9 | 0.5 | 2.7 |
| 1,500-1,999 | 1,278 | 1,880 | 5,253 | | 20 | 218 | | 1.1 | 4.2 |
| 2,000 or more | | | | | | | | | |
| Total | 13,940 | 14,647 | 96,341 | 424 | 448 | 8,686 | 3.0 | 3.1 | 9.0 |

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 299

Number and Per Cent of South Carolina High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 77 | 137 | 78 | | | | | | |
| 100-249 | 3,132 | 3,871 | 1,763 | | | 318 | | | 18.0 |
| 250-499 | 7,898 | 11,700 | 7,709 | | 43 | 373 | | 0.4 | 4.8 |
| 500-999 | 8,421 | 17,833 | 14,806 | | 143 | 1,284 | | 0.8 | 8.7 |
| 1,000-1,499 | 1,760 | 7,970 | 8,295 | | 79 | 96 | | 1.0 | 1.2 |
| 1,500-1,999 | 246 | 1,449 | 1,997 | | | | | | |
| 2,000 or more | | | | | | | | | |
| Total | 21,534 | 42,960 | 34,648 | | 265 | 2,071 | | 0.6 | 6.0 |

TABLE 300

Per Cent of Classes in South Carolina High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 188 | 31.4 | 18.1 | 20.2 | 21.3 | 2.1 | 5.8 | | 1.1 |
| 100-249 | 3,132 | 16.8 | 17.2 | 18.1 | 17.2 | 14.6 | 7.3 | 5.2 | 3.6 |
| 250-499 | 8,408 | 6.1 | 9.7 | 14.1 | 17.1 | 20.2 | 16.7 | 9.4 | 6.7 |
| 500-999 | 13,845 | 3.2 | 6.4 | 11.4 | 16.2 | 24.0 | 21.2 | 10.3 | 7.4 |
| 1,000-1,499 | 7,117 | 1.4 | 4.5 | 9.7 | 15.2 | 29.1 | 23.1 | 10.2 | 6.8 |
| 1,500-1,999 | 2,082 | 1.8 | 4.6 | 8.6 | 18.4 | 31.5 | 27.1 | 5.2 | 2.8 |
| 2,000 or more | | | | | | | | | |
| Total | 34,772 | 4.8 | 7.7 | 12.2 | 16.5 | 23.6 | 19.6 | 9.2 | 6.4 |

TABLE 301

Per Cent of Classes in South Carolina High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Language Arts | 6,860 | 0.9 | 2.9 | 7.8 | 17.3 | 29.0 | 26.2 | 10.8 | 5.1 |
| Mathematics | 5,429 | 2.6 | 5.0 | 8.3 | 16.1 | 27.9 | 24.2 | 10.6 | 5.3 |
| Science | 4,626 | 2.0 | 4.2 | 9.3 | 15.1 | 28.5 | 23.6 | 11.3 | 6.0 |
| Social Studies | 4,913 | 1.0 | 2.8 | 7.0 | 15.3 | 28.2 | 27.3 | 12.1 | 6.3 |
| Foreign Languages | 1,324 | 9.1 | 11.0 | 16.4 | 20.2 | 25.7 | 13.4 | 3.5 | 0.7 |
| Physical Education | 3,168 | 3.9 | 7.8 | 11.4 | 13.2 | 15.1 | 14.7 | 13.9 | 20.0 |
| Music | 1,240 | 13.9 | 10.8 | 12.6 | 9.8 | 11.9 | 9.6 | 8.4 | 23.0 |
| Art | 202 | 7.9 | 13.4 | 19.3 | 17.8 | 29.7 | 9.4 | 2.5 | |
| Business Education | 2,136 | 11.1 | 16.8 | 19.1 | 18.5 | 18.7 | 11.8 | 3.0 | 1.0 |
| Home Economics | 2,105 | 10.2 | 18.1 | 25.0 | 20.8 | 15.2 | 6.5 | 2.8 | 1.4 |
| Agriculture | 1,210 | 22.4 | 22.6 | 20.8 | 16.4 | 8.8 | 4.3 | 2.6 | 2.1 |
| Industrial Arts | 711 | 11.0 | 20.2 | 27.3 | 19.3 | 13.4 | 5.8 | 2.2 | 0.8 |
| Vocational | 848 | 12.6 | 21.5 | 37.5 | 22.9 | 4.9 | 0.5 | 0.1 | |
| Total | 34,772 | 4.8 | 7.7 | 12.2 | 16.5 | 23.6 | 19.6 | 9.2 | 6.4 |

TABLE 302

Number and Per Cent of Tennessee High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | 7 | 3.2 | | | 11 | 6.3 | 1 | 2.7 | 19 | 4.3 |
| 100-249 | 90 | 41.3 | 4 | 26.7 | 20 | 11.4 | | | 114 | 25.6 |
| 250-499 | 75 | 34.4 | 5 | 33.3 | 68 | 38.9 | 6 | 16.2 | 154 | 34.6 |
| 500-999 | 29 | 13.3 | 6 | 40.0 | 55 | 31.4 | 20 | 54.0 | 110 | 24.7 |
| 1,000-1,499 | 11 | 5.0 | | | 16 | 9.1 | 8 | 21.7 | 35 | 7.9 |
| 1,500-1,999 | 5 | 2.3 | | | 5 | 2.9 | 2 | 5.4 | 12 | 2.7 |
| 2,000 or more | 1 | 0.5 | | | | | | | 1 | 0.2 |
| Total | 218 | 100.0 | 15 | 100.0 | 175 | 100.0 | 37 | 100.0 | 445 | 100.0 |

TABLE 303

Pupil Enrollment in Tennessee High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | 543 | | 604 | 53 | 1,200 |
| 100-249 | 15,951 | 875 | 3,485 | | 20,311 |
| 250-499 | 25,987 | 1,828 | 26,022 | 2,320 | 56,157 |
| 500-999 | 19,962 | 3,897 | 38,588 | 15,639 | 78,086 |
| 1,000-1,499 | 14,488 | | 18,584 | 9,446 | 42,518 |
| 1,500-1,999 | 7,980 | | 8,308 | 3,158 | 19,446 |
| 2,000 or more | 2,467 | | | | 2,467 |
| Total | 87,378 | 6,600 | 95,591 | 30,616 | 220,185 |

TABLE 304

College Training of Tennessee High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 81 | 8 | 9.9 | 70 | 86.4 | 3 | 3.7 | 16 | 9 | 56.2 | 7 | 43.8 |
| 100-249 | 951 | 207 | 21.8 | 692 | 72.8 | 52 | 5.4 | 98 | 33 | 33.7 | 65 | 66.3 |
| 250-499 | 2,253 | 561 | 24.9 | 1,626 | 72.2 | 66 | 2.9 | 131 | 24 | 18.3 | 107 | 81.7 |
| 500-999 | 2,820 | 903 | 32.0 | 1,859 | 65.9 | 58 | 2.1 | 101 | 7 | 6.9 | 94 | 93.1 |
| 1,000-1,499 | 1,560 | 524 | 33.6 | 1,022 | 65.5 | 14 | 0.9 | 31 | | | 31 | 100.0 |
| 1,500-1,999 | 716 | 269 | 37.6 | 444 | 62.0 | 3 | 0.4 | 11 | | | 11 | 100.0 |
| 2,000 or more | 101 | 26 | 25.7 | 75 | 74.3 | | | 1 | | | 1 | 100.0 |
| Total | 8,482 | 2,498 | 29.5 | 5,788 | 68.2 | 196 | 2.3 | 389 | 73 | 18.8 | 316 | 81.2 |

## TABLE 305

College Training of Tennessee High School Librarians and Guidance Counselors by Size of School

| School size (Pupils enrolled) | Librarians | | | | | | | Guidance Counselors | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent | Number | Per cent |
| 99 or fewer | 7 | | | 7 | 100.0 | | | | | | | | | |
| 100-249 | 85 | 23 | 27.0 | 61 | 71.8 | 1 | 1.2 | 12 | 5 | 41.7 | 7 | 58.3 | | |
| 250-499 | 133 | 56 | 42.1 | 75 | 56.4 | 2 | 1.5 | 78 | 38 | 48.7 | 39 | 50.0 | 1 | 1.3 |
| 500-999 | 106 | 67 | 63.2 | 38 | 35.8 | 1 | 1.0 | 100 | 59 | 59.0 | 41 | 41.0 | | |
| 1,000-1,499 | 43 | 23 | 53.5 | 20 | 46.5 | | | 50 | 31 | 62.0 | 19 | 38.0 | | |
| 1,500-1,999 | 22 | 14 | 63.6 | 8 | 36.4 | | | 19 | 16 | 84.2 | 3 | 15.8 | | |
| 2,000 or more | 2 | 2 | 100.0 | | | | | 5 | 1 | 20.0 | 4 | 80.0 | | |
| Total | 398 | 185 | 46.5 | 209 | 52.5 | 4 | 1.0 | 264 | 150 | 56.8 | 113 | 42.8 | 1 | 0.4 |

## TABLE 306

Number and Per Cent of Tennessee High School Teachers Holding Degrees from Tennessee Colleges by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from Tennessee colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 81 | 66 | 81.5 |
| 100-249 | 951 | 818 | 86.0 |
| 250-499 | 2,253 | 958 | 42.5 |
| 500-999 | 2,820 | 348 | 12.3 |
| 1,000-1,499 | 1,560 | 259 | 16.6 |
| 1,500-1,999 | 716 | 562 | 78.5 |
| 2,000 or more | 101 | 65 | 64.4 |
| Total | 8,482 | 3,076 | 36.3 |

## TABLE 307

Per Cent of Tennessee High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 81 | 6.2 | 4.9 | 3.7 | 4.9 | 7.4 | 4.9 | 23.5 | 9.9 | 17.3 | 17.3 |
| 100-249 | 951 | 7.5 | 5.4 | 4.6 | 4.7 | 5.4 | 4.3 | 18.0 | 14.8 | 11.0 | 24.3 |
| 250-499 | 2,253 | 6.9 | 4.5 | 4.1 | 3.9 | 4.0 | 4.3 | 16.5 | 15.7 | 10.6 | 29.5 |
| 500-999 | 2,820 | 6.0 | 4.7 | 4.3 | 5.3 | 4.2 | 4.5 | 18.3 | 14.2 | 10.4 | 28.1 |
| 1,000-1,499 | 1,560 | 7.7 | 7.4 | 4.3 | 5.1 | 4.8 | 4.5 | 18.0 | 13.2 | 9.4 | 25.6 |
| 1,500-1,999 | 716 | 5.6 | 4.7 | 5.7 | 5.2 | 4.6 | 3.6 | 17.6 | 13.7 | 10.9 | 28.4 |
| 2,000 or more | 101 | 7.0 | 2.9 | 5.9 | 9.9 | 5.9 | 4.0 | 18.8 | 20.8 | 4.0 | 20.8 |
| Total | 8,482 | 6.7 | 5.2 | 4.4 | 4.8 | 4.5 | 4.4 | 17.7 | 14.5 | 10.4 | 27.4 |

## TABLE 308

### Per Cent of Tennessee High School Principals by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of principals with following years teaching experience: | | | | |
|---|---|---|---|---|---|---|
| | | 5 or fewer years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 16 | | 12.5 | 18.8 | 37.5 | 31.2 |
| 100-249 | 98 | 5.1 | 14.3 | 23.5 | 16.3 | 40.8 |
| 250-499 | 131 | 1.5 | 8.4 | 23.7 | 15.3 | 51.1 |
| 500-999 | 101 | 1.0 | 5.9 | 12.9 | 14.9 | 65.3 |
| 1,000-1,499 | 31 | | 6.5 | 16.1 | 16.1 | 61.3 |
| 1,500-1,999 | 11 | | | 9.1 | 18.2 | 72.7 |
| 2,000 or more | 1 | | | | | 100.0 |
| Total | 389 | 2.0 | 9.0 | 19.5 | 16.5 | 53.0 |

## TABLE 309

### Sex of Tennessee High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Men | | Women | | Total number | Men | | Women | |
| | | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 81 | 38 | 46.9 | 43 | 53.1 | 16 | 16 | 100.0 | | |
| 100-249 | 951 | 474 | 49.8 | 477 | 50.2 | 98 | 98 | 100.0 | | |
| 250-499 | 2,253 | 1,009 | 44.8 | 1,244 | 55.2 | 131 | 129 | 98.5 | 2 | 1.5 |
| 500-999 | 2,820 | 1,196 | 42.4 | 1,624 | 57.6 | 101 | 100 | 99.0 | 1 | 1.0 |
| 1,000-1,499 | 1,560 | 654 | 41.9 | 906 | 58.1 | 31 | 31 | 100.0 | | |
| 1,500-1,999 | 716 | 295 | 41.2 | 421 | 58.8 | 11 | 11 | 100.0 | | |
| 2,000 or more | 101 | 49 | 48.5 | 52 | 51.5 | 1 | 1 | 100.0 | | |
| Total | 8,482 | 3,715 | 43.8 | 4,767 | 56.2 | 389 | 386 | 99.2 | 3 | 0.8 |

## TABLE 310

### Annual Salaries of Tennessee High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 81 | 2.5 | 2.5 | 22.2 | 37.0 | 16.1 | 11.1 | 6.2 | 1.2 | 1.2 | | | |
| 100-249 | 951 | 1.7 | 6.8 | 24.2 | 36.1 | 16.7 | 9.3 | 3.6 | 1.5 | 0.1 | | | |
| 250-499 | 2,253 | 0.9 | 5.6 | 20.4 | 38.3 | 20.2 | 8.9 | 4.6 | 0.9 | | | 0.1 | 0.1 |
| 500-999 | 2,820 | 0.4 | 2.7 | 12.4 | 25.2 | 22.7 | 17.0 | 11.8 | 7.3 | 0.5 | | | |
| 1,000-1,499 | 1,560 | 0.4 | 1.1 | 6.1 | 12.8 | 19.4 | 26.5 | 24.5 | 8.9 | 0.3 | | | |
| 1,500-1,999 | 716 | | | 4.2 | 4.7 | 12.8 | 26.7 | 32.3 | 15.4 | 3.9 | | | |
| 2,000 or more | 101 | 1.0 | | | | 15.8 | 40.6 | 42.6 | | | | | |
| Total | 8,482 | 0.6 | 3.4 | 13.9 | 25.7 | 19.8 | 16.7 | 13.3 | 5.8 | 0.6 | | 0.1 | 0.1 |

TABLE 311

Percentage Distribution of Tennessee Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 7 | 100.0 | | | | | | | | | | | | | |
| 100-249 | 90 | 23.3 | 60.0 | 16.7 | | | | | | | | | | | |
| 250-499 | 75 | 1.3 | 16.0 | 48.0 | 29.4 | 4.0 | 1.3 | | | | | | | | |
| 500-999 | 29 | | | 6.9 | 27.6 | 37.9 | 13.8 | 13.8 | | | | | | | |
| 1,000-1,499 | 11 | | | | 9.1 | | 9.1 | 54.5 | 18.2 | | | 9.1 | | | |
| 1,500-1,999 | 5 | | | | | | 40.0 | 20.0 | 20.0 | | 20.0 | | | | |
| 2,000 or more | 1 | | | | | | | | | | | | | 100.0 | |
| Total | 218 | 13.3 | 30.2 | 24.3 | 14.2 | 6.4 | 3.7 | 5.0 | 1.4 | | 0.5 | 0.5 | | 0.5 | |

TABLE 312

Percentage Distribution of Tennessee Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | 4 | | | 100.0 | | | | | | | | | | | |
| 250-499 | 5 | | 20.0 | 40.0 | 20.0 | 20.0 | | | | | | | | | |
| 500-999 | 6 | | | | 16.7 | 66.6 | 16.7 | | | | | | | | |
| 1,000-1,499 | | | | | | | | | | | | | | | |
| 1,500-1,999 | | | | | | | | | | | | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 15 | | 6.7 | 40.0 | 13.3 | 33.3 | 6.7 | | | | | | | | |

TABLE 313

Percentage Distribution of Tennessee Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 11 | 90.9 | 9.1 | | | | | | | | | | | | |
| 100-249 | 20 | 15.0 | 40.0 | 30.0 | 10.0 | 5.0 | | | | | | | | | |
| 250-499 | 68 | 2.9 | 1.5 | 22.1 | 38.2 | 26.5 | 8.8 | | | | | | | | |
| 500-999 | 55 | | | | 12.7 | 41.9 | 32.7 | 10.9 | 1.8 | | | | | | |
| 1,000-1,499 | 16 | | | | | | 12.5 | 37.5 | 25.0 | 6.2 | 12.5 | | 6.3 | | |
| 1,500-1,999 | 5 | | | | | | | 20.0 | 40.0 | 20.0 | 20.0 | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 175 | 8.6 | 5.7 | 12.0 | 20.0 | 24.0 | 14.9 | 7.4 | 4.0 | 1.1 | 1.7 | | 0.6 | | |

## TABLE 314

Percentage Distribution of Tennessee Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 1 | 100.0 | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 6 | | 16.7 | 16.7 | 33.3 | 33.3 | | | | | | | | | |
| 500-999 | 20 | | | | 5.0 | 45.0 | 40.0 | 5.0 | 5.0 | | | | | | |
| 1,000-1,499 | 8 | | | | | 12.5 | | 25.0 | 37.5 | 12.5 | 12.5 | | | | |
| 1,500-1,999 | 2 | | | | | | 50.0 | | | | 50.0 | | | | |
| 2,000 or more | | | | | | | | | | | | | | | |
| Total | 37 | 2.7 | 2.7 | 2.7 | 8.1 | 32.4 | 24.3 | 8.1 | 10.8 | 2.7 | 5.5 | | | | |

## TABLE 315

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | | | 26.3 | 42.1 | 31.6 | | | | | | | | | | | | |
| 100-249 | 114 | | | 2.6 | 15.8 | 80.7 | 0.9 | | | | | | | | | | | |
| 250-499 | 154 | | | 0.6 | 5.2 | 80.0 | 12.3 | 1.9 | | | | | | | | | | |
| 500-999 | 110 | | | | 8.2 | 53.6 | 30.0 | 7.3 | 0.9 | | | | | | | | | |
| 1,000-1,499 | 35 | | | | | 22.9 | 51.4 | 20.0 | 5.7 | | | | | | | | | |
| 1,500-1,999 | 12 | | | | 8.3 | 16.8 | 33.3 | 33.3 | 8.3 | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | 100.0 | | | | | | | | | | |
| Total | 445 | | | 2.0 | 9.9 | 65.1 | 16.9 | 5.2 | 0.9 | | | | | | | | | |

## TABLE 316

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 78.9 | 5.3 | 15.8 | | | | | | | | | | | | | | |
| 100-249 | 114 | 60.5 | 26.3 | 11.4 | | 1.8 | | | | | | | | | | | | |
| 250-499 | 154 | 24.0 | 28.6 | 33.1 | 9.1 | 2.6 | 2.0 | 0.6 | | | | | | | | | | |
| 500-999 | 110 | 5.5 | 9.1 | 23.6 | 20.9 | 17.3 | 6.4 | 10.9 | 4.5 | 1.8 | | | | | | | | |
| 1,000-1,499 | 35 | 2.9 | | 2.9 | 14.3 | 11.4 | 25.6 | 20.0 | 11.4 | 2.9 | 5.7 | | | 2.9 | | | | |
| 1,500-1,999 | 12 | | | 8.3 | 8.3 | 16.7 | 8.3 | 16.7 | 16.7 | | 16.7 | 8.3 | | | | | | |
| 2,000 or more | 1 | | | | | | | | 100.0 | | | | | | | | | |
| Total | 445 | 28.8 | 19.1 | 21.3 | 9.7 | 7.0 | 4.5 | 4.9 | 2.7 | 0.7 | 0.9 | 0.2 | | 0.2 | | | | |

## TABLE 317

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 5.3 | 26.3 | 47.3 | 21.1 | | | | | | | | | | | | | |
| 100-249 | 114 | 0.9 | 7.0 | 28.1 | 57.9 | 6.1 | | | | | | | | | | | | |
| 250-499 | 154 | | | 6.5 | 55.2 | 35.7 | 2.6 | | | | | | | | | | | |
| 500-999 | 110 | 0.9 | | 1.8 | 27.3 | 60.0 | 8.2 | 1.8 | | | | | | | | | | |
| 1,000-1,499 | 35 | | 2.9 | | 22.9 | 62.8 | 11.4 | | | | | | | | | | | |
| 1,500-1,999 | 12 | | | | 16.7 | 58.3 | 25.0 | | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | 100.0 | | | | | | | | | | | |
| Total | 445 | 0.7 | 3.1 | 11.9 | 43.8 | 35.3 | 4.7 | 0.5 | | | | | | | | | | |

## TABLE 318

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | | 26.3 | 26.3 | 31.6 | 5.3 | 10.5 | | | | | | | | | | | |
| 100-249 | 114 | 2.6 | 18.4 | 43.9 | 21.9 | 7.0 | 5.3 | 0.9 | | | | | | | | | | |
| 250-499 | 154 | 1.3 | 2.0 | 11.0 | 26.6 | 30.5 | 23.4 | 5.2 | | | | | | | | | | |
| 500-999 | 110 | | | | 13.6 | 42.8 | 21.8 | 17.3 | 1.8 | 2.7 | | | | | | | | |
| 1,000-1,499 | 35 | | | | 5.7 | 25.7 | 31.5 | 17.1 | 17.1 | 2.9 | | | | | | | | |
| 1,500-1,999 | 12 | | | | 8.3 | 16.7 | 33.3 | 16.7 | 16.7 | 8.3 | | | | | | | | |
| 2,000 or more | 1 | | | | | | | 100.0 | | | | | | | | | | |
| Total | 445 | 1.1 | 6.5 | 16.2 | 20.2 | 25.6 | 18.7 | 8.3 | 2.3 | 1.1 | | | | | | | | |

## TABLE 319

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 5.3 | 21.1 | 47.2 | 21.1 | 5.3 | | | | | | | | | | | | |
| 100-249 | 114 | 0.9 | 2.6 | 21.9 | 43.9 | 22.8 | 7.0 | 0.9 | | | | | | | | | | |
| 250-499 | 154 | | 1.3 | 3.2 | 22.7 | 42.3 | 29.3 | 0.6 | 0.6 | | | | | | | | | |
| 500-999 | 110 | 0.9 | | | 8.2 | 34.5 | 46.4 | 9.1 | 0.9 | | | | | | | | | |
| 1,000-1,499 | 35 | | | | 5.7 | 17.1 | 48.6 | 22.9 | 5.7 | | | | | | | | | |
| 1,500-1,999 | 12 | | | | | 16.7 | 58.3 | 25.0 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | 100.0 | | | | | | | | | | | |
| Total | 445 | 0.7 | 2.0 | 8.8 | 22.4 | 31.0 | 29.0 | 5.2 | 0.9 | | | | | | | | | |

TABLE 320

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 73.6 | 5.3 | 5.3 | 5.3 | 10.5 | | | | | | | | | | | | |
| 100-249 | 114 | 34.2 | 0.9 | 27.2 | 21.0 | 15.8 | 0.9 | | | | | | | | | | | |
| 250-499 | 154 | 24.7 | 1.3 | 15.6 | 14.3 | 44.1 | | | | | | | | | | | | |
| 500-999 | 110 | 40.0 | 2.7 | 10.0 | 11.8 | 35.5 | | | | | | | | | | | | |
| 1,000-1,499 | 35 | 62.9 | | 5.7 | 5.7 | 25.7 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | 83.3 | | | | 16.7 | | | | | | | | | | | | |
| 2,000 or more | 1 | 100.0 | | | | | | | | | | | | | | | | |
| Total | 445 | 37.8 | 1.6 | 15.5 | 13.9 | 31.0 | 0.2 | | | | | | | | | | | |

TABLE 321

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 47.3 | 15.8 | 31.6 | | 5.3 | | | | | | | | | | | | |
| 100-249 | 114 | 3.5 | 7.9 | 24.6 | 30.7 | 24.6 | 8.7 | | | | | | | | | | | |
| 250-499 | 154 | 0.6 | 2.6 | 7.8 | 29.9 | 37.7 | 16.2 | 2.6 | 1.3 | 1.3 | | | | | | | | |
| 500-999 | 110 | | | 1.8 | 12.7 | 28.2 | 32.8 | 18.2 | 3.6 | 0.9 | 1.8 | | | | | | | |
| 1,000-1,499 | 35 | | | | 2.9 | 17.1 | 22.9 | 25.7 | 20.0 | 5.7 | 5.7 | | | | | | | |
| 1,500-1,999 | 12 | | | | 8.3 | 25.0 | 16.7 | 25.0 | 8.3 | 16.7 | | | | | | | | |
| 2,000 or more | 1 | | | | | | | 100.0 | | | | | | | | | | |
| Total | 445 | 3.1 | 3.6 | 10.8 | 21.8 | 28.5 | 18.2 | 8.4 | 3.1 | 1.6 | 0.9 | | | | | | | |

TABLE 322

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 10.5 | 47.4 | 26.3 | 5.3 | 10.5 | | | | | | | | | | | | |
| 100-249 | 114 | 3.5 | 22.8 | 27.2 | 36.0 | 10.5 | | | | | | | | | | | | |
| 250-499 | 154 | 2.0 | 7.1 | 20.8 | 48.7 | 21.4 | | | | | | | | | | | | |
| 500-999 | 110 | 4.5 | 10.9 | 14.5 | 52.8 | 16.4 | 0.9 | | | | | | | | | | | |
| 1,000-1,499 | 35 | | 8.6 | 17.1 | 40.0 | 34.3 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | | 16.7 | 8.3 | 33.3 | 41.7 | | | | | | | | | | | | |
| 2,000 or more | 1 | | | | 100.0 | | | | | | | | | | | | | |
| Total | 445 | 3.1 | 14.2 | 20.4 | 43.6 | 18.5 | 0.2 | | | | | | | | | | | |

TABLE 323

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 73.7 | 10.5 | 15.8 | | | | | | | | | | | | | | |
| 100-249 | 114 | 84.2 | 7.0 | 4.4 | 2.6 | 0.9 | 0.9 | | | | | | | | | | | |
| 250-499 | 154 | 66.2 | 12.3 | 13.0 | 4.6 | 3.3 | 0.6 | | | | | | | | | | | |
| 500-999 | 110 | 31.8 | 18.2 | 10.0 | 20.0 | 15.5 | 2.7 | | 0.9 | 0.9 | | | | | | | | |
| 1,000-1,499 | 35 | | 8.6 | 14.3 | 28.4 | 14.3 | 8.6 | 14.3 | 8.6 | | 2.9 | | | | | | | |
| 1,500-1,999 | 12 | | | 16.7 | 16.7 | 41.7 | 8.3 | | | 8.3 | | | | 8.3 | | | | |
| 2,000 or more | 1 | | | | | 100.0 | | | | | | | | | | | | |
| Total | 445 | 55.6 | 11.8 | 10.3 | 9.9 | 7.6 | 2.0 | 1.1 | 0.9 | 0.4 | 0.2 | | | 0.2 | | | | |

TABLE 324

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 94.7 | 5.3 | | | | | | | | | | | | | | | |
| 100-249 | 114 | 90.3 | 7.9 | 0.9 | | | | | | | 0.9 | | | | | | | |
| 250-499 | 154 | 78.6 | 15.6 | 2.6 | 2.6 | | | 0.6 | | | | | | | | | | |
| 500-999 | 110 | 60.9 | 20.9 | 12.8 | 1.8 | | 0.9 | | | | | | | 0.9 | | | | 1.8 |
| 1,000-1,499 | 35 | 40.0 | 34.1 | 2.9 | | 2.9 | 2.9 | 5.7 | | 2.9 | | 2.9 | | | | | | 5.7 |
| 1,500-1,999 | 12 | 41.8 | 33.3 | 8.3 | | | | | | 8.3 | | | | | | | | 8.3 |
| 2,000 or more | 1 | | | | | | | | | | | | | | | | | 100.0 |
| Total | 445 | 73.8 | 16.4 | 4.9 | 1.3 | 0.2 | 0.4 | 0.7 | | 0.4 | 0.2 | 0.2 | | 0.2 | | | | 1.3 |

TABLE 325

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 100.0 | | | | | | | | | | | | | | | | |
| 100-249 | 114 | 99.1 | 0.9 | | | | | | | | | | | | | | | |
| 250-499 | 154 | 92.9 | 5.2 | 1.9 | | | | | | | | | | | | | | |
| 500-999 | 110 | 60.9 | 18.2 | 16.4 | 4.5 | | | | | | | | | | | | | |
| 1,000-1,499 | 35 | 34.3 | 14.3 | 25.7 | 20.0 | 5.7 | | | | | | | | | | | | |
| 1,500-1,999 | 12 | | 8.3 | 50.0 | 25.0 | 16.7 | | | | | | | | | | | | |
| 2,000 or more | 1 | | | 100.0 | | | | | | | | | | | | | | |
| Total | 445 | 79.5 | 7.9 | 8.3 | 3.4 | 0.9 | | | | | | | | | | | | |

## TABLE 326

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 19 | 63.2 | 26.3 | 10.5 | | | | | | | | | | | | | | |
| 100-249 | 114 | 78.0 | 11.4 | 5.3 | 2.6 | 1.8 | 0.9 | | | | | | | | | | | |
| 250-499 | 154 | 44.7 | 13.7 | 18.2 | 13.7 | 7.8 | 1.9 | | | | | | | | | | | |
| 500-999 | 110 | 5.5 | 10.9 | 31.8 | 33.6 | 8.2 | 9.1 | 0.9 | | | | | | | | | | |
| 1,000-1,499 | 35 | | 2.9 | 14.3 | 31.4 | 25.7 | 11.4 | 8.6 | 5.7 | | | | | | | | | |
| 1,500-1,999 | 12 | | | 8.3 | 25.0 | 41.7 | 16.7 | 8.3 | | | | | | | | | | |
| 2,000 or more | 1 | | | | | | | | 100.0 | | | | | | | | | |
| Total | 445 | 39.5 | 11.7 | 17.3 | 16.9 | 8.3 | 4.5 | 1.1 | 0.7 | | | | | | | | | |

## TABLE 327

Number and Per Cent of Tennessee High School Pupils in Grades 9-12 by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available | |
|---|---|---|
| | Number | Per cent |
| 20 or fewer | 3,967 | 2.1 |
| 21-25 | 11,033 | 5.9 |
| 26-30 | 19,011 | 10.1 |
| 31-35 | 25,217 | 13.4 |
| 36-40 | 39,743 | 21.1 |
| 41-45 | 31,702 | 16.9 |
| 46-50 | 25,434 | 13.5 |
| 51-55 | 16,219 | 8.6 |
| 56-60 | 3,694 | 2.0 |
| 61-65 | 7,923 | 4.2 |
| 67 | 1,031 | 0.5 |
| 72 | 1,322 | 0.7 |
| 76 | 1,816 | 1.0 |
| Total | 188,112 | 100.0 |

TABLE 328

Percentage Distribution of Tennessee High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 0.5 | 6.3 | 51.8 | 28.0 | 11.3 | 2.1 | | | |
| Social Studies | 0.6 | 1.6 | 5.8 | 15.6 | 28.4 | 23.8 | 15.1 | 6.4 | 2.7 | | |
| Mathematics | 0.5 | 0.5 | 2.6 | 12.3 | 29.6 | 41.8 | 10.9 | 1.8 | | | |
| Science | 0.5 | 1.2 | 4.1 | 34.0 | 49.5 | 9.8 | 0.9 | | | | |
| Foreign Languages | 12.8 | 11.9 | 18.7 | 13.0 | 10.4 | 10.0 | 10.6 | 7.3 | 1.3 | 2.5 | 1.5 |
| Art | 60.5 | 10.9 | 16.5 | 9.4 | 2.7 | | | | | | |
| Music | 18.2 | 8.8 | 19.9 | 25.8 | 13.8 | 8.7 | 2.8 | 2.0 | | | |
| Home Economics | 2.4 | 9.8 | 17.0 | 47.4 | 23.1 | 0.3 | | | | | |
| Agriculture | 44.3 | 1.4 | 10.2 | 10.7 | 33.3 | 0.1 | | | | | |
| Industrial Arts | 34.0 | 11.3 | 11.7 | 16.7 | 15.1 | 3.6 | 2.5 | 2.4 | 1.2 | 1.4 | 0.1 |
| Vocational T and I | 60.4 | 21.7 | 7.1 | 1.6 | 0.4 | 1.0 | 1.3 | | 1.4 | 0.1 | 5.0 |
| Business Education | 0.6 | 1.3 | 4.0 | 14.3 | 27.3 | 24.1 | 16.6 | 6.7 | 3.2 | 1.9 | |

TABLE 329

Per Cent of Classes in Tennessee High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 382 | 26.4 | 27.0 | 17.0 | 12.8 | 11.0 | 2.4 | 1.6 | 1.8 |
| 100-249 | 4,182 | 8.5 | 13.1 | 18.4 | 21.3 | 16.4 | 11.7 | 7.3 | 3.3 |
| 250-499 | 10,223 | 3.6 | 7.5 | 14.9 | 18.9 | 22.1 | 18.6 | 10.2 | 4.2 |
| 500-999 | 13,075 | 2.2 | 4.3 | 9.5 | 18.8 | 27.9 | 21.3 | 10.9 | 5.1 |
| 1,000-1,499 | 7,029 | 1.8 | 2.7 | 7.2 | 17.7 | 31.3 | 26.2 | 8.2 | 4.9 |
| 1,500-1,999 | 3,084 | 1.1 | 2.1 | 9.1 | 14.2 | 27.8 | 29.2 | 12.2 | 4.3 |
| 2,000 or more | 396 | 3.5 | 2.3 | 6.1 | 15.2 | 21.5 | 45.1 | 4.3 | 2.3 |
| Total | 38,371 | 3.3 | 5.9 | 11.5 | 18.4 | 25.5 | 21.1 | 9.8 | 4.5 |

TABLE 330

Per Cent of Classes in Tennessee High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| Language Arts | 7,942 | 0.5 | 1.9 | 7.3 | 19.3 | 31.7 | 27.8 | 10.7 | 0.8 |
| Mathematics | 4,912 | 3.6 | 4.4 | 8.1 | 16.9 | 29.6 | 24.6 | 11.7 | 1.1 |
| Science | 4,727 | 1.9 | 3.9 | 7.4 | 15.4 | 30.8 | 28.5 | 11.2 | 0.9 |
| Social Studies | 4,577 | 0.7 | 2.5 | 7.9 | 16.4 | 29.2 | 27.6 | 14.3 | 1.4 |
| Foreign Languages | 1,572 | 6.5 | 9.0 | 15.3 | 22.3 | 26.1 | 16.6 | 4.0 | 0.2 |
| Physical Education | 4,438 | 3.0 | 3.5 | 8.4 | 12.8 | 16.2 | 16.9 | 13.5 | 25.7 |
| Music | 1,132 | 11.1 | 9.5 | 10.8 | 10.8 | 11.5 | 11.0 | 8.0 | 27.3 |
| Art | 362 | 2.5 | 6.1 | 19.1 | 24.7 | 22.4 | 13.3 | 8.0 | 3.9 |
| Business Education | 3,119 | 4.2 | 8.2 | 13.7 | 19.2 | 24.7 | 19.2 | 10.0 | 0.8 |
| Industrial Arts | 4,507 | 7.6 | 16.5 | 26.1 | 26.9 | 16.4 | 5.4 | 0.8 | 0.3 |
| Total | 1,083 | 9.0 | 15.0 | 28.6 | 25.7 | 15.1 | 4.9 | 1.1 | 0.6 |
| Total | 38,371 | 3.3 | 5.9 | 11.5 | 18.4 | 25.5 | 21.1 | 9.8 | 4.5 |

## TABLE 331

Number and Per Cent of Virginia High Schools Grouped by Organizational Pattern and by Size of School

| School size (Pupils enrolled) | Grades 7-12 | | Grades 8-12 | | Grades 9-12 | | Grades 10-12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent | No. | Per cent |
| 99 or fewer | | | 15 | 4.5 | | | | | 15 | 4.0 |
| 100-249 | | | 78 | 23.4 | | | | | 78 | 20.7 |
| 250-499 | | | 102 | 30.7 | 1 | 3.3 | | | 103 | 27.4 |
| 500-999 | | | 89 | 26.7 | 7 | 23.4 | 2 | 15.4 | 98 | 26.1 |
| 1,000-1,499 | | | 31 | 9.3 | 7 | 23.3 | 4 | 30.8 | 42 | 11.2 |
| 1,500-1,999 | | | 15 | 4.5 | 9 | 30.0 | 1 | 7.7 | 25 | 6.6 |
| 2,000 or more | | | 3 | 0.9 | 6 | 20.0 | 6 | 46.1 | 15 | 4.0 |
| Total | | | 333 | 100.0 | 30 | 100.0 | 13 | 100.0 | 376 | 100.0 |

## TABLE 332

Pupil Enrollment in Virginia High Schools Grouped by Size and Grade Organization

| School size (Pupils enrolled) | Grades 7-12 | Grades 8-12 | Grades 9-12 | Grades 10-12 | Total |
|---|---|---|---|---|---|
| 99 or fewer | | 1,036 | | | 1,036 |
| 100-249 | | 14,042 | | | 14,042 |
| 250-499 | | 36,872 | 418 | | 37,290 |
| 500-999 | | 60,985 | 5,375 | 1,446 | 67,806 |
| 1,000-1,499 | | 37,228 | 8,970 | 5,112 | 51,310 |
| 1,500-1,999 | | 25,859 | 15,593 | 1,631 | 43,083 |
| 2,000 or more | | 6,505 | 13,974 | 15,326 | 35,805 |
| Total | | 182,527 | 44,330 | 23,515 | 250,372 |

## TABLE 333

College Training of Virginia High School Teachers and Principals by Size of School

| School size (Pupils enrolled) | Teachers | | | | | | | Principals | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total number | Master's degree or above | | Bachelor's degree | | Less than bachelor's degree | | Total number | Master's degree or above | | Bachelor's degree | |
| | | Number | Per cent | Number | Per cent | Number | Per cent | | Number | Per cent | Number | Per cent |
| 99 or fewer | 92 | 8 | 8.7 | 72 | 78.3 | 12 | 13.0 | 15 | 9 | 60.0 | 6 | 40.0 |
| 100-249 | 854 | 79 | 9.3 | 720 | 84.3 | 55 | 6.4 | 78 | 53 | 67.9 | 25 | 32.1 |
| 250-499 | 1,867 | 207 | 11.1 | 1,566 | 83.9 | 94 | 5.0 | 103 | 85 | 82.5 | 18 | 17.5 |
| 500-999 | 3,080 | 522 | 16.9 | 2,462 | 79.9 | 96 | 3.2 | 98 | 89 | 90.8 | 9 | 9.2 |
| 1,000-1,499 | 2,307 | 469 | 20.3 | 1,790 | 77.6 | 48 | 2.1 | 42 | 40 | 95.2 | 2 | 4.8 |
| 1,500-1,999 | 1,990 | 466 | 23.4 | 1,495 | 75.1 | 29 | 1.5 | 25 | 25 | 100.0 | | |
| 2,000 or more | 1,598 | 470 | 29.4 | 1,104 | 69.1 | 24 | 1.5 | 15 | 10 | 66.7 | 5 | 33.3 |
| Total | 11,788 | 2,221 | 18.8 | 9,209 | 78.1 | 358 | 3.1 | 376 | 311 | 82.7 | 65 | 17.3 |

## TABLE 334

### Number and Per Cent of Virginia High School Teachers Holding Degrees from Virginia Colleges, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Teachers holding degrees from Virginia colleges | |
|---|---|---|---|
| | | Number | Per cent |
| 99 or fewer | 92 | 55 | 59.8 |
| 100-249 | 854 | 574 | 67.2 |
| 250-499 | 1,867 | 1,257 | 67.3 |
| 500-999 | 3,080 | 1,811 | 58.8 |
| 1,000-1,499 | 2,307 | 1,354 | 58.7 |
| 1,500-1,999 | 1,990 | 851 | 42.8 |
| 2,000 or more | 1,598 | 671 | 42.0 |
| Total | 11,788 | 6,573 | 55.7 |

## TABLE 335

### Per Cent of Virginia High School Teachers by Total Years of Teaching Experience by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of teachers with following years of teaching experience: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6-10 years | 11-15 years | 16-20 years | 21 or more years |
| 99 or fewer | 92 | 17.4 | 10.9 | 8.7 | 5.4 | 1.1 | 5.4 | 19.5 | 10.9 | 12.0 | 8.7 |
| 100-249 | 854 | 10.0 | 7.0 | 6.6 | 5.9 | 4.8 | 5.0 | 21.5 | 15.2 | 9.6 | 14.4 |
| 250-499 | 1,867 | 8.7 | 8.8 | 6.9 | 7.0 | 4.7 | 5.1 | 19.7 | 13.8 | 8.9 | 16.4 |
| 500-999 | 3,080 | 8.7 | 8.5 | 6.6 | 6.1 | 5.2 | 5.1 | 18.2 | 14.4 | 8.3 | 18.9 |
| 1,000-1,499 | 2,307 | 11.0 | 8.8 | 7.5 | 6.8 | 4.7 | 4.7 | 17.7 | 12.4 | 7.3 | 19.1 |
| 1,500-1,999 | 1,990 | 11.7 | 9.9 | 7.8 | 8.4 | 7.0 | 4.5 | 18.7 | 11.8 | 6.7 | 13.5 |
| 2,000 or more | 1,598 | 11.0 | 9.9 | 7.6 | 6.0 | 5.8 | 5.5 | 15.5 | 11.6 | 7.5 | 19.6 |
| Total | 11,788 | 10.1 | 8.9 | 7.2 | 6.7 | 5.3 | 5.0 | 18.4 | 13.1 | 8.0 | 17.3 |

## TABLE 336

### Annual Salaries of Virginia High School Teachers, by Size of School

| School size (Pupils enrolled) | Number of high school teachers | Per cent of high school teachers whose salaries fall in following salary ranges: | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $2,500 or less | $2,501 - 3,000 | $3,001 - 3,500 | $3,501 - 4,000 | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 and above |
| 99 or fewer | 92 | 7.6 | 8.7 | 3.2 | 23.9 | 17.4 | 28.3 | 6.5 | 2.2 | 2.2 | | | |
| 100-249 | 854 | 2.3 | 2.0 | 4.5 | 14.3 | 19.8 | 33.7 | 11.6 | 7.7 | 3.0 | 0.7 | 0.4 | |
| 250-499 | 1,867 | 1.0 | 1.1 | 4.3 | 15.1 | 20.4 | 37.9 | 9.8 | 6.7 | 1.9 | 1.0 | 0.3 | 0.5 |
| 500-999 | 3,080 | 1.0 | 0.7 | 2.1 | 13.9 | 17.5 | 34.4 | 12.5 | 8.2 | 4.5 | 2.4 | 0.8 | 2.0 |
| 1,000-1,499 | 2,307 | 0.5 | 0.5 | 1.8 | 7.8 | 19.5 | 23.8 | 14.0 | 16.1 | 8.4 | 3.7 | 1.9 | 2.0 |
| 1,500-1,999 | 1,990 | 0.5 | 0.3 | 0.2 | 3.3 | 17.2 | 18.8 | 14.2 | 13.9 | 10.6 | 6.8 | 5.2 | 9.0 |
| 2,000 or more | 1,598 | 0.4 | 0.3 | 0.4 | 0.4 | 21.0 | 16.0 | 10.4 | 19.5 | 12.2 | 5.1 | 2.1 | 11.4 |
| Total | 11,788 | 0.9 | 0.8 | 2.0 | 9.4 | 19.1 | 27.6 | 12.2 | 11.9 | 6.8 | 3.4 | 1.8 | 4.1 |

## TABLE 337

### Annual Salaries of Virginia High School Principals, by Size of School

| School size (Pupils enrolled) | Number of high school principals | Per cent of high school principals whose salaries fall in following salary ranges: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $4,000 or less | $4,001 - 4,500 | $4,501 - 5,000 | $5,001 - 5,500 | $5,501 - 6,000 | $6,001 - 6,500 | $6,501 - 7,000 | $7,001 - 7,500 | $7,501 - 8,000 | $8,001 - 8,500 | $8,501 - 9,000 | $9,001 - 9,500 | $9,501 - 10,000 | $10,001 or above |
| 99 or fewer | 15 | | | 13.3 | 20.0 | 13.3 | 20.0 | 33.4 | | | | | | | |
| 100-249 | 78 | | | | 5.1 | 17.9 | 34.6 | 28.2 | 9.0 | | 2.6 | 1.3 | 1.3 | | |
| 250-499 | 103 | | | | 1.0 | 9.7 | 25.2 | 32.0 | 16.5 | 7.8 | 6.8 | | | | 1.0 |
| 500-999 | 98 | 1.0 | | | | 1.0 | 9.2 | 25.5 | 23.5 | 18.4 | 9.2 | 4.1 | 5.1 | 1.0 | 2.0 |
| 1,000-1,499 | 42 | | | | | | | 2.4 | 19.0 | 14.3 | 11.9 | 14.3 | 16.7 | 9.5 | 11.9 |
| 1,500-1,999 | 25 | | | | | | | 4.0 | | 4.0 | 4.0 | 8.0 | 16.0 | 12.0 | 52.0 |
| 2,000 or more | 15 | | | | | | 6.7 | | | | | 6.7 | 13.3 | 20.0 | 53.3 |
| Total | 376 | 0.3 | | 0.5 | 2.1 | 7.2 | 17.6 | 23.1 | 14.6 | 8.8 | 6.4 | 3.7 | 5.1 | 2.9 | 7.7 |

## TABLE 338

### Percentage Distribution of Virginia Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | 15 | 26.7 | 26.7 | 20.0 | | 13.3 | 13.3 | | | | | | | | |
| 100-249 | 78 | | | 7.7 | 39.7 | 25.6 | 16.7 | 7.7 | 2.6 | | | | | | |
| 250-499 | 102 | | | 1.0 | 11.8 | 23.5 | 35.3 | 19.6 | 5.9 | 2.9 | | | | | |
| 500-999 | 89 | | | | | 7.9 | 15.7 | 15.7 | 25.8 | 25.8 | 5.6 | 3.5 | | | |
| 1,000-1,499 | 31 | | | | | 6.5 | 3.2 | 12.9 | 25.8 | 16.1 | 16.1 | 9.7 | 6.5 | 3.2 | |
| 1,500-1,999 | 15 | | | | | | | 6.8 | 13.3 | 20.0 | 13.3 | 13.3 | | 13.3 | 20.0 |
| 2,000 or more | 3 | | | | | | | | | | 33.3 | | 66.7 | | |
| Total | 333 | 1.2 | 1.2 | 3.0 | 12.9 | 16.5 | 19.9 | 13.5 | 12.3 | 10.2 | 3.9 | 2.4 | 1.2 | 0.9 | 0.9 |

## TABLE 339

### Percentage Distribution of Virginia Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | 1 | | | | | | | | | | 100.0 | | | | |
| 500-999 | 7 | | | | | | 14.3 | 42.8 | 14.3 | 14.3 | 14.3 | | | | |
| 1,000-1,499 | 7 | | | | | | | | | 14.3 | 14.3 | 28.5 | 14.3 | 14.3 | 14.3 |
| 1,500-1,999 | 9 | | | | | | | | | | | 11.2 | 44.4 | 22.2 | 22.2 |
| 2,000 or more | 6 | | | | | | | | | | | | 33.3 | 66.7 | |
| Total | 30 | | | | | | 3.3 | 10.0 | 3.3 | 6.8 | 10.0 | 10.0 | 23.3 | 23.3 | 10.0 |

## TABLE 340

Percentage Distribution of Virginia Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools with total course units in following ranges: | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 20 or fewer | 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70 | 71-75 | 76-80 | 81 or more |
| 99 or fewer | | | | | | | | | | | | | | | |
| 100-249 | | | | | | | | | | | | | | | |
| 250-499 | | | | | | | | | | | | | | | |
| 500-999 | 2 | | | | | | | | 50.0 | | | 50.0 | | | |
| 1,000-1,499 | 4 | | | | | | | | 50.0 | 25.0 | | | | 25.0 | |
| 1,500-1,999 | 1 | | | | | | | | | | | | | | 100.0 |
| 2,000 or more | 6 | | | | | | | | | | 16.7 | 33.3 | 33.3 | 16.7 | |
| Total | 13 | | | | | | | | 23.1 | 7.7 | 7.7 | 23.1 | 15.4 | 15.3 | 7.7 |

## TABLE 341

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Language Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Language Arts: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | | | 6.7 | 13.3 | 6.7 | 60.0 | 13.3 | | | | | | | | | | |
| 100-249 | 78 | | | | | 2.6 | 74.4 | 17.9 | 5.1 | | | | | | | | | |
| 250-499 | 103 | | | | | 1.0 | 67.9 | 26.2 | 4.9 | | | | | | | | | |
| 500-999 | 98 | | | | | 1.0 | 48.0 | 35.7 | 13.3 | 2.0 | | | | | | | | |
| 1,000-1,499 | 42 | | | | | | 21.4 | 35.8 | 26.2 | 9.5 | 7.1 | | | | | | | |
| 1,500-1,999 | 25 | | | | | | 8.0 | 16.0 | 28.0 | 24.0 | 12.0 | 4.0 | °.0 | | | | | |
| 2,000 or more | 15 | | | | | | | 26.7 | | 53.2 | 6.7 | 6.7 | 6.7 | | | | | |
| Total | 376 | | | 0.3 | 0.5 | 1.3 | 51.9 | 26.9 | 10.6 | 5.3 | 1.9 | 0.5 | 0.8 | | | | | |

## TABLE 342

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Foreign Languages: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 20.0 | 26.7 | 53.3 | | | | | | | | | | | | | | |
| 100-249 | 78 | 12.8 | 17.9 | 44.9 | 12.8 | 10.3 | | 1.3 | | | | | | | | | | |
| 250-499 | 103 | 1.9 | 9.7 | 34.0 | 12.6 | 29.2 | 8.7 | 3.9 | | | | | | | | | | |
| 500-999 | 98 | | 1.0 | 15.3 | 8.2 | 28.6 | 12.2 | 17.4 | 5.1 | 4.1 | 6.1 | 1.0 | | 1.0 | | | | |
| 1,000-1,499 | 42 | | | 2.4 | | 19.0 | 9.5 | 11.9 | 11.9 | 9.6 | 9.5 | 14.3 | 4.8 | 7.1 | | | | |
| 1,500-1,999 | 25 | | | 4.0 | | 4.0 | 8.0 | 8.0 | 4.0 | 12.0 | 8.0 | 12.0 | 12.0 | 20.0 | 8.0 | | | |
| 2,000 or more | 15 | | | | | 6.7 | | 6.7 | | | 33.3 | 13.3 | 13.3 | 20.0 | 6.7 | | | |
| Total | 376 | 4.0 | 7.7 | 25.3 | 8.2 | 20.2 | 7.2 | 8.0 | 2.9 | 2.9 | 4.5 | 3.2 | 1.9 | 3.2 | 0.8 | | | |

## TABLE 343

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Science, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Science: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | | 6.7 | 6.7 | 33.3 | 40.0 | 13.3 | | | | | | | | | | | |
| 100-249 | 78 | | | 1.3 | 12.8 | 69.2 | 15.4 | 1.3 | | | | | | | | | | |
| 250-499 | 103 | | | | 3.9 | 42.7 | 50.5 | 2.9 | | | | | | | | | | |
| 500-999 | 98 | | | | 2.0 | 32.7 | 57.1 | 8.2 | | | | | | | | | | |
| 1,000-1,499 | 42 | | | 2.4 | 2.4 | 16.7 | 57.1 | 21.4 | | | | | | | | | | |
| 1,500-1,999 | 25 | | 4.0 | | | 16.0 | 24.0 | 36.0 | 16.0 | 4.0 | | | | | | | | |
| 2,000 or more | 15 | | | | 6.7 | 33.3 | 53.3 | | 6.7 | | | | | | | | | |
| Total | 376 | | 0.5 | 0.8 | 6.1 | 40.5 | 42.7 | 7.8 | 1.3 | 0.3 | | | | | | | | |

## TABLE 344

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Social Studies, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Social Studies: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | | | 13.3 | 40.1 | 20.0 | 13.3 | 13.3 | | | | | | | | | | |
| 100-249 | 78 | | | | 9.0 | 29.5 | 46.1 | 12.8 | 2.6 | | | | | | | | | |
| 250-499 | 103 | | | | 1.9 | 7.8 | 57.3 | 22.3 | 7.8 | 2.9 | | | | | | | | |
| 500-999 | 98 | | | | 2.0 | 12.2 | 43.9 | 38.6 | 3.1 | | | | | | | | | |
| 1,000-1,499 | 42 | | | | 2.4 | 11.9 | 33.3 | 35.7 | 11.9 | 4.8 | | | | | | | | |
| 1,500-1,999 | 25 | | | | | 12.0 | 44.0 | 24.0 | 20.0 | | | | | | | | | |
| 2,000 or more | 15 | | | | | 26.7 | 40.0 | 13.3 | 13.3 | 6.7 | | | | | | | | |
| Total | 376 | | | 0.5 | 4.8 | 15.4 | 45.6 | 25.5 | 6.6 | 1.6 | | | | | | | | |

## TABLE 345

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Mathematics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Mathematics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | | 6.7 | | 40.0 | | 20.0 | 33.3 | | | | | | | | | | |
| 100-249 | 78 | | | | 6.4 | 19.2 | 30.8 | 35.9 | 5.1 | 2.6 | | | | | | | | |
| 250-499 | 103 | | | | | 3.9 | 20.4 | 49.5 | 20.4 | 5.8 | | | | | | | | |
| 500-999 | 98 | | | | | 1.0 | 8.2 | 48.0 | 29.6 | 12.2 | 1.0 | | | | | | | |
| 1,000-1,499 | 42 | | | | | | | 26.2 | 38.0 | 28.6 | 4.8 | | | 2.4 | | | | |
| 1,500-1,999 | 25 | | | | | | | 20.0 | 28.0 | 40.0 | 8.0 | | 4.0 | | | | | |
| 2,000 or more | 15 | | | | | | | 33.3 | 26.7 | 26.7 | | 13.3 | | | | | | |
| Total | 376 | | 0.3 | | 2.9 | 5.3 | 14.9 | 40.5 | 21.5 | 12.2 | 1.3 | 0.5 | 0.3 | 0.3 | | | | |

## TABLE 346

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Agriculture, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Agriculture: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 80.1 | | | 6.6 | 6 7 | | | | 6.6 | | | | | | | | |
| 100-249 | 78 | 41.0 | | 1.3 | | 19.2 | 15.4 | 14.1 | 6.4 | 2.6 | | | | | | | | |
| 250-499 | 103 | 31.1 | | 1.0 | 7.8 | 2i.4 | 9.7 | 23.3 | 3.8 | 1.9 | | | | | | | | |
| 500-999 | 98 | 31.6 | | 2.0 | 1.0 | 16.4 | 10.2 | 33.7 | 2.0 | 3.1 | | | | | | | | |
| 1,000-1,499 | 42 | 61.9 | 2.4 | | 2.4 | 14.3 | 11.9 | 4.7 | 2.4 | | | | | | | | | |
| 1,500-1,999 | 25 | 76.0 | | | 4.0 | 8.0 | | 8.0 | 4.0 | | | | | | | | | |
| 2,000 or more | 15 | 93.3 | | 6.7 | | | | | | | | | | | | | | |
| Total | 376 | 44.1 | 0.3 | 1.3 | 3.2 | 16.5 | 9.8 | 19.1 | 3.5 | 2.2 | | | | | | | | |

## TABLE 347

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Business Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Business Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 6.7 | 13.3 | 13.3 | 13.4 | 13.3 | 20.0 | 13.3 | 6.7 | | | | | | | | | |
| 100-249 | 78 | 1.3 | 1.3 | 1.3 | 24.4 | 24.4 | 30.7 | 11.5 | | 5.1 | | | | | | | | |
| 250-499 | 103 | | | | 3.9 | 18.4 | 27.2 | 30.1 | 18.4 | 1.0 | | 1.0 | | | | | | |
| 500-999 | 98 | | 1.0 | 1.0 | 1.0 | 4.1 | 19.4 | 25.5 | 20.4 | 11.2 | 12.3 | 3.1 | 1.0 | | | | | |
| 1,000-1,499 | 42 | | | | | 2.4 | | 19.1 | 14.3 | 19.1 | 23.8 | 7.1 | 7.1 | 7.1 | | | | |
| 1,500-1,999 | 25 | | 4.0 | | | 4.0 | 4.0 | 16.0 | 4.0 | 12.0 | 28.0 | 12.0 | 8.0 | 4.0 | | | | 4.0 |
| 2,000 or more | 15 | 6.7 | | | | | 6.7 | | | 6.7 | 13.3 | 26.6 | 13.3 | 13.3 | 6.7 | 6.7 | | |
| Total | 376 | 0.8 | 1.3 | 1.1 | 6.9 | 12.2 | 20.2 | 21.1 | 12.5 | 7.4 | 8.2 | 3.7 | 2.1 | 1.6 | 0.3 | 0.3 | | 0.3 |

## TABLE 348

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Home Economics, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Home Economics: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 53.3 | | 6.7 | 6.7 | 20.0 | 13.3 | | | | | | | | | | | |
| 100-249 | 78 | 3.8 | 2.6 | 5.1 | 33.3 | 24.4 | 30.8 | | | | | | | | | | | |
| 250-499 | 103 | | 1.9 | 5.8 | 23.3 | 45.7 | 22.3 | 1.0 | | | | | | | | | | |
| 500-999 | 98 | | | 5.1 | 22.5 | 41.8 | 25.5 | 5.1 | | | | | | | | | | |
| 1,000-1,499 | 42 | | | 2.4 | 42.9 | 38.0 | 16.7 | | | | | | | | | | | |
| 1,500-1,999 | 25 | | | 4.0 | 16.0 | 52.0 | 20.0 | 8.0 | | | | | | | | | | |
| 2,000 or more | 15 | 6.7 | | 6.7 | 13.3 | 40.0 | 13.3 | 20.0 | | | | | | | | | | |
| Total | 376 | 3.2 | 1.1 | 5.1 | 25.8 | 38.5 | 23.4 | 2.9 | | | | | | | | | | |

## TABLE 349

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Industrial Arts: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 60.0 | 6.7 | 13.2 | 6.7 | 6.7 | 6.7 | | | | | | | | | | | |
| 100-249 | 78 | 69.2 | 6.4 | 6.4 | 9.0 | 3.8 | 2.6 | 2.6 | | | | | | | | | | |
| 250-499 | 103 | 65.0 | 9.7 | 6.8 | 6.8 | 5.8 | 2.9 | 1.0 | | 1.0 | 1.0 | | | | | | | |
| 500-999 | 98 | 24.4 | 18.4 | 15.3 | 18.4 | 13.3 | 3.1 | 3.1 | 2.0 | | 2.0 | | | | | | | |
| 1,000-1,499 | 42 | 11.9 | 2.4 | 21.5 | 7.1 | 19.0 | 16.7 | 11.9 | 7.1 | | 2.4 | | | | | | | |
| 1,500-1,999 | 25 | | 12.0 | 16.0 | 16.0 | 12.0 | 8.0 | 8.0 | 16.0 | 12.0 | | | | | | | | |
| 2,000 or more | 15 | | | | 20.0 | 13.3 | 20.0 | 13.3 | 20.0 | | 13.4 | | | | | | | |
| Total | 376 | 42.2 | 10.1 | 11.2 | 11.4 | 9.6 | 5.6 | 4.0 | 3.2 | 1.1 | 1.6 | | | | | | | |

## TABLE 350

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in T and I Education, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in T and I Education: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 93.3 | 6.7 | | | | | | | | | | | | | | | |
| 100-249 | 78 | 88.5 | 3.8 | 3.8 | | | | | | 2.6 | | | | 1.3 | | | | |
| 250-499 | 103 | 80.5 | 1.0 | 9.6 | | 3.9 | 1.0 | 1.0 | | 1.0 | | | | | | 1.0 | | 1.0 |
| 500-999 | 98 | 46.9 | 3.1 | 7.1 | 5.1 | 15.3 | 1.0 | 8.2 | 1.0 | 5.1 | | 3.1 | | | | 1.0 | | 3.1 |
| 1,000-1,499 | 42 | 33.3 | 2.4 | 11.9 | | 11.9 | 2.4 | 16.6 | | 7.1 | 2.4 | 7.1 | 4.9 | | | | | |
| 1,500-1,999 | 25 | 20.0 | 8.0 | 12.0 | 4.0 | 28.0 | | 4.0 | | 4.0 | 8.0 | | | 4.0 | 8.0 | | | |
| 2,000 or more | 15 | 20.0 | | 6.6 | | 20.0 | 6.6 | 6.7 | 6.7 | 20.0 | | | | 6.7 | | | 6.7 | |
| Total | 376 | 62.3 | 2.9 | 7.7 | 1.6 | 9.0 | 1.1 | 4.8 | 0.5 | 4.0 | 0.8 | 1.6 | 0.5 | 0.8 | 0.5 | 0.5 | 0.3 | 1.1 |

## TABLE 351

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Art, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Art: | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
| 99 or fewer | 15 | 86.7 | 13.3 | | | | | | | | | | | | | | | |
| 100-249 | 78 | 75.6 | 15.4 | 7.7 | 1.3 | | | | | | | | | | | | | |
| 250-499 | 103 | 72.8 | 11.7 | 10.7 | 1.9 | 2.9 | | | | | | | | | | | | |
| 500-999 | 98 | 37.7 | 18.4 | 27.6 | 13.3 | 2.0 | 1.0 | | | | | | | | | | | |
| 1,000-1,499 | 42 | 19.0 | 11.9 | 23.8 | 28.6 | 14.3 | | | | 2.4 | | | | | | | | |
| 1,500-1,999 | 25 | 4.0 | 8.0 | 28.0 | 12.0 | 36.0 | 12.0 | | | | | | | | | | | |
| 2,000 or more | 15 | | 6.7 | 6.7 | 33.3 | 33.3 | 13.3 | 6.7 | | | | | | | | | | |
| Total | 376 | 51.3 | 13.8 | 16.5 | 9.6 | 6.6 | 1.6 | 0.3 | | 0.3 | | | | | | | | |

## TABLE 352

### Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Music, by Size of School

| School size (Pupils enrolled) | Number of high schools | Per cent of high schools offering following number of course units in Music: 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 or fewer | 15 | 53.3 | 33.3 | 6.7 | | 6.7 | | | | | | | | | | | | |
| 100-249 | 78 | 29.5 | 30.8 | 32.0 | 6.4 | 1.3 | | | | | | | | | | | | |
| 250-499 | 103 | 19.4 | 36.9 | 29.1 | 8.7 | 2.9 | 1.0 | 1.0 | | | | 1.0 | | | | | | |
| 500-999 | 98 | | 32.7 | 33.6 | 18.4 | 10.2 | 3.1 | 1.0 | | 1.0 | | | | | | | | |
| 1,000-1,499 | 42 | 2.4 | 23.8 | 26.3 | 19.0 | 19.0 | 7.1 | | | 2.4 | | | | | | | | |
| 1,500-1,999 | 25 | | | 4.0 | 16.0 | 16.0 | 20.0 | 24.0 | 8.0 | 4.0 | 8.0 | | | | | | | |
| 2,000 or more | 15 | | | | 6.7 | 20.0 | 26.7 | 13.3 | 13.3 | | 6.7 | 13.3 | | | | | | |
| Total | 376 | 13.8 | 28.8 | 26.9 | 12.0 | 8.0 | 4.3 | 2.7 | 1.1 | 0.8 | 0.8 | 0.8 | | | | | | |

## TABLE 353

### Number and Per Cent of Virginia High School Pupils in Grades 9-12, by Total Number of Course Units Available

| Total number of course units offered | Grade 9-12 pupils to whom course units are available: Number | Per cent |
|---|---|---|
| 20 or fewer | 147 | 0.1 |
| 21-25 | 207 | 0.1 |
| 26-30 | 969 | 0.5 |
| 31-35 | 6,237 | 3.1 |
| 36-40 | 13,143 | 6.5 |
| 41-45 | 19,465 | 9.6 |
| 46-50 | 19,702 | 9.8 |
| 51-55 | 25,820 | 12.8 |
| 56-60 | 24,689 | 12.2 |
| 61-65 | 16,491 | 8.2 |
| 66-70 | 17,145 | 8.5 |
| 71-75 | 24,810 | 12.3 |
| 76-80 | 22,084 | 10.9 |
| 81-85 | 6,454 | 3.2 |
| 86-90 | 4,350 | 2.2 |
| Total | 201,713 | 100.0 |

TABLE 354

Percentage Distribution of Virginia High School Pupils in Grades 9-12, by Number of Course Units Available in Selected Subject Areas

| Subject area | Per cent of pupils with following number of course units available: | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| Language Arts | | | 0.1 | 0.1 | 0.6 | 30.0 | 28.3 | 14.5 | 17.0 | 5.1 | 4.3 |
| Social Studies | | | 0.1 | 2.1 | 16.1 | 42.9 | 26.5 | 10.0 | 2.3 | | |
| Mathematics | | 0.1 | | 0.4 | 1.7 | 6.5 | 35.2 | 28.9 | 20.8 | 2.7 | 3.7 |
| Science | | 0.9 | 0.5 | 3.6 | 30.5 | 45.9 | 13.3 | 4.6 | 0.7 | | |
| Foreign Languages | 0.9 | 2.2 | 11.0 | 4.6 | 16.2 | 7.2 | 10.2 | 4.5 | 5.0 | 10.8 | 27.4 |
| Art | 26.2 | 11.7 | 19.6 | 18.4 | 17.2 | 5.1 | 1.1 | | 0.7 | | |
| Music | 4.4 | 18.4 | 19.8 | 14.7 | 13.6 | 11.5 | 6.8 | 4.0 | 1.6 | 3.0 | 2.2 |
| Home Economics | 1.5 | 0.4 | 5.0 | 24.0 | 42.7 | 20.4 | 6.0 | | | | |
| Agriculture | 59.6 | 0.4 | 1.8 | 2.5 | 10.9 | 6.6 | 14.3 | 2.6 | 1.3 | | |
| Industrial Arts | 20.5 | 8.5 | 11.8 | 12.8 | 12.9 | 9.9 | 8.2 | 9.1 | 2.7 | 3.6 | |
| Vocational T and I | 38.6 | 3.4 | 8.9 | 2.0 | 16.1 | 2.0 | 8.2 | 1.7 | 6.9 | 2.0 | 10.2 |
| Business Education | 1.2 | 0.3 | 0.4 | 1.8 | 5.4 | 11.4 | 16.2 | 11.5 | 10.7 | 16.3 | 24.8 |

TABLE 355

Number and Per Cent of Virginia High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages | Mathematics | Science | Foreign Languages |
| 99 or fewer | 881 | 947 | 176 | 162 | 283 | 8 | 18.4 | 30.2 | 4.5 |
| 100-249 | 10,208 | 10,612 | 1,915 | 1,833 | 2,907 | 205 | 18.0 | 27.4 | 10.7 |
| 250-499 | 27,084 | 26,442 | 7,119 | 2,781 | 6,237 | 579 | 10.3 | 23.6 | 8.1 |
| 500-999 | 47,511 | 44,489 | 14,739 | 4,979 | 4,578 | 707 | 10.5 | 10.3 | 4.8 |
| 1,000-1,499 | 36,812 | 31,356 | 15,401 | 2,306 | 3,429 | 75 | 6.3 | 10.9 | 0.5 |
| 1,500-1,999 | 32,650 | 28,087 | 14,832 | 1,087 | 1,626 | 94 | 3.3 | 5.8 | 0.6 |
| 2,000 or more | 23,391 | 21,120 | 10,863 | 674 | 1,766 | 426 | 2.9 | 8.4 | 3.9 |
| Total | 178,537 | 163,053 | 65,045 | 13,822 | 20,826 | 2,094 | 7.7 | 12.8 | 3.2 |

TABLE 356

Number and Per Cent of Virginia High School Pupils Taught Language Arts, Social Studies and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education | Language Arts | Social Studies | Business Education |
| 99 or fewer | 1,102 | 936 | 507 | 210 | 238 | 69 | 19.1 | 25.4 | 13.6 |
| 100-249 | 14,597 | 11,193 | 5,020 | 1,434 | 2,444 | 629 | 9.8 | 21.8 | 12.5 |
| 250-499 | 37,229 | 29,130 | 13,446 | 3,228 | 5,465 | 1,162 | 8.7 | 18.8 | 8.6 |
| 500-999 | 66,402 | 49,643 | 24,211 | 3,170 | 5,814 | 1,350 | 4.8 | 11.7 | 5.6 |
| 1,000-1,499 | 50,579 | 36,512 | 19,115 | 2,027 | 3,020 | 379 | 4.0 | 8.3 | 2.0 |
| 1,500-1,999 | 43,584 | 33,394 | 14,710 | 1,317 | 1,533 | 86 | 3.0 | 4.6 | 0.6 |
| 2,000 or more | 34,351 | 27,066 | 12,007 | 656 | 1,125 | 257 | 1.9 | 4.2 | 2.1 |
| Total | 247,844 | 187,874 | 89,016 | 12,042 | 19,640 | 3,932 | 4.9 | 10.5 | 4.4 |

TABLE 357

Number and Per Cent of Virginia High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. | Industrial Arts | Vocational | Health and Phy. Educ. |
| 99 or fewer | 83 | 18 | 671 | | | 322 | | | 48.0 |
| 100-249 | 1,077 | 372 | 10,184 | 15 | 26 | 3,055 | 1.4 | 7.0 | 30.0 |
| 250-499 | 2,342 | 888 | 26,507 | 342 | 144 | 4,500 | 14.6 | 16.2 | 17.0 |
| 500-999 | 7,012 | 1,665 | 45,506 | 961 | 153 | 6,258 | 13.7 | 9.2 | 13.8 |
| 1,000-1,499 | 6,923 | 910 | 3 ,753 | 226 | 90 | 1,735 | 3.3 | 10.0 | 5.6 |
| 1,500-1,999 | 7,671 | 709 | 25,843 | 379 | 41 | 300 | 4.9 | 5.8 | 1.2 |
| 2,000 or more | 7,410 | 595 | 21,491 | 93 | 194 | 187 | 1.3 | 32.6 | 0.9 |
| Total | 32,518 | 5,157 | 160,955 | 2,016 | 648 | 16,357 | 6.2 | 12.6 | 10.2 |

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 358

Number and Per Cent of Virginia High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

| School size (Pupils enrolled) | Number of pupil-class units taught by subject | | | Number of pupil-class units taught by noncertificated teacher | | | Per cent of pupil-class units taught by noncertificated teacher | | |
|---|---|---|---|---|---|---|---|---|---|
| | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music | Agriculture | Home Economics | Music |
| 99 or fewer | 142 | 159 | 117 | | | 99 | | | 84.6 |
| 100-249 | 2,230 | 3,758 | 2,397 | 66 | 115 | 260 | 3.0 | 3.1 | 10.8 |
| 250-499 | 4,548 | 7,577 | 6,054 | 148 | 218 | 756 | 3.3 | 2.9 | 12.5 |
| 500-999 | 687 | 11,863 | 10,352 | | 118 | 882 | | 1.0 | 8.5 |
| 1,000-1,499 | 1,762 | 6,396 | 6,981 | | | 199 | | | 2.9 |
| 1,500-1,999 | 749 | 5,696 | 5,899 | | 77 | | | 1.4 | |
| 2,000 or more | 23 | 4,444 | 4,276 | | | 206 | | | 4.8 |
| Total | 10,141 | 39,893 | 36,076 | 214 | 528 | 2,402 | 2.1 | 1.3 | 6.7 |

TABLE 359

Per Cent of Classes in Virginia High Schools within Various Class Size Categories, by Size of School

| School size (Pupils enrolled) | Total number of classes | Per cent of classes in following size ranges: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
| 99 or fewer | 404 | 38.1 | 24.5 | 18.1 | 9.9 | 7.2 | 0.7 | 1.0 | 0.5 |
| 100-249 | 3,742 | 20.2 | 16.8 | 17.2 | 18.1 | 13.7 | 8.2 | 3.8 | 2.0 |
| 250-499 | 8,015 | 9.6 | 12.0 | 15.3 | 20.0 | 19.4 | 13.3 | 6.1 | 4.3 |
| 500-999 | 13,023 | 5.5 | 9.2 | 12.9 | 19.5 | 25.0 | 16.9 | 6.1 | 4.9 |
| 1,000-1,499 | 9,388 | 3.2 | 6.6 | 12.1 | 18.9 | 31.7 | 18.7 | 5.4 | 3.4 |
| 1,500-1,999 | 8,269 | 2.1 | 5.1 | 12.5 | 21.0 | 34.6 | 17.5 | 4.7 | 2.5 |
| 2,000 or more | 6,085 | 2.1 | 4.7 | 9.2 | 18.6 | 32.8 | 17.2 | 9.5 | 5.9 |
| Total | 48,926 | 6.1 | 8.6 | 13.0 | 19.4 | 27.0 | 16.0 | 5.9 | 4.0 |

TABLE 360

Per Cent of Classes in Virginia High Schools within Various Class Size Categories, by Subject Area

| Subject area | Total number of classes | Per cent of classes in following size ranges: 1-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-40 | 41 or more |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 9,272 | 1.9 | 3.8 | 9.7 | 22.7 | 35.1 | 19.4 | 5.9 | 1.5 |
| Mathematics | 6,882 | 4.4 | 5.4 | 10.6 | 20.8 | 32.5 | 19.1 | 5.3 | 1.9 |
| Science | 6,203 | 2.8 | 4.2 | 10.3 | 22.2 | 35.9 | 18.2 | 4.6 | 1.8 |
| Social Studies | 6,741 | 0.9 | 2.8 | 8.7 | 19.3 | 34.6 | 23.9 | 6.9 | 2.9 |
| Foreign Languages | 2,917 | 8.3 | 11.3 | 17.4 | 23.9 | 28.1 | 9.1 | 1.6 | 0.3 |
| Physical Education | 5,017 | 2.6 | 3.8 | 6.5 | 12.1 | 16.6 | 20.1 | 19.0 | 19.3 |
| Music | 1,270 | 14.5 | 13.3 | 11.7 | 8.2 | 11.0 | 8.1 | 6.2 | 27.0 |
| Art | 739 | 8.7 | 15.7 | 31.9 | 26.9 | 10.8 | 3.5 | 1.8 | 0.7 |
| Business Education | 3,982 | 9.7 | 12.5 | 17.0 | 20.4 | 24.8 | 12.3 | 2.8 | 0.5 |
| Home Economics | 2,492 | 19.9 | 30.0 | 28.5 | 14.0 | 4.5 | 1.8 | 0.8 | 0.5 |
| Agriculture | 1,141 | 34.8 | 34.7 | 18.7 | 8.1 | 2.3 | 0.9 | 0.1 | 0.4 |
| Industrial Arts | 1,898 | 13.6 | 25.8 | 31.7 | 20.1 | 6.6 | 1.4 | 0.1 | 0.7 |
| Vocational | 372 | 34.4 | 28.5 | 20.4 | 11.3 | 4.6 | 0.8 | | |
| Total | 48,926 | 6.1 | 8.6 | 13.0 | 19.4 | 27.0 | 16.0 | 5.9 | 4.0 |

TABLE 361

Number and Per Cent of Virginia High School Graduates Entering College

| School size (Pupils enrolled) | Number high schools | Number of graduates | Graduates entering college | per cent |
|---|---|---|---|---|
| 99 or fewer | 13 | 127 | 38 | 29.9 |
| 100-249 | 63 | 1,497 | 386 | 25.8 |
| 250-499 | 89 | 3,707 | 1,056 | 28.5 |
| 500-999 | 88 | 7,280 | 2,394 | 32.9 |
| 1,000-1,499 | 33 | 4,880 | 2,114 | 43.3 |
| 1,500-1,999 | 22 | 5,347 | 2,730 | 51.0 |
| 2,000 or more | 10 | 4,451 | 2,584 | 58.0 |
| Total | 318* | 27,289 | 11,302 | 41.4 |

* Data not available for all high schools.

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# *Appendix A*

# APPENDIX A

## TABLE I

Population Change, United States Regions and the Southeast, 1950-1960

| | 1960 | 1950 | Change | Per cent Change |
|---|---|---|---|---|
| United States | 179,323,175 | 151,325,798 | 27,997,377 | 18.5 |
| Northeast | 44,677,819 | 39,477,986 | 5,199,833 | 13.2 |
| North Central | 51,619,139 | 44,460,762 | 7,158,377 | 16.1 |
| West | 28,053,104 | 20,189,962 | 7,863,142 | 38.9 |
| The Census South (17 States) | 54,973,113 | 47,197,088 | 7,776,025 | 16.5 |
| U. S. except Southeast | 142,429,381 | 119,542,071 | 22,887,310 | 19.1 |
| Southeast (11 States) | 36,893,794 | 31,783,727 | 5,110,067 | 16.1 |
| Southeast except Florida | 31,942,234 | 29,012,422 | 2,929,812 | 10.0 |
| District of Columbia | 763,956 | 802,178 | — 38,222 | — 4.8 |
| Delaware | 446,292 | 318,085 | 128,207 | 40.3 |
| Maryland | 3,100,689 | 2,343,001 | 757,688 | 32.3 |
| West Virginia | 1,860,421 | 2,005,552 | 145,131 | — 7.2 |
| Alabama | 3,266,740 | 3,061,743 | 204,997 | 6.7 |
| Arkansas | 1,786,272 | 1,909,511 | — 123,239 | — 6.5 |
| Florida | 4,951,560 | 2,771,305 | 2,180,255 | 78.7 |
| Georgia | 3,943,116 | 3,444,578 | 498,538 | 14.5 |
| Kentucky | 3,038,156 | 2,944,806 | 93,350 | 3.2 |
| Louisiana | 3,257,022 | 2,683,516 | 573,506 | 21.4 |
| Mississippi | 2,178,141 | 2,178,914 | — 773 | — |
| North Carolina | 4,556,155 | 4,061,929 | 494,226 | 12.2 |
| South Carolina | 2,382,594 | 2,117,027 | 265,567 | 12.5 |
| Tennessee | 3,567,089 | 3,291,718 | 275,371 | 8.4 |
| Virginia | 3,966,949 | 3,318,680 | 648,269 | 19.5 |
| Texas | 9,579,677 | 7,711,194 | 1,868,483 | 24.2 |
| Oklahoma | 2,328,284 | 2,233,351 | 94,933 | 4.3 |

Source: U. S. Census, Advance Reports, *General Population Characteristics*, PC(A2)-1, March 31, 1961, for the United States, and the same series for each state.

**TABLE 2**

Components of Change in the Population, United States and the Southeast, 1950-1960

| | Net change | | | | Natural | Net migration | |
|---|---|---|---|---|---|---|---|
| | Number | Per cent | Births | Deaths | increase | Number | Per cent |
| United States | 27,997,377 | 18.5 | 40,947,000 | 15,610,000 | 25,337,000 | 2,660,000 | 1.8 |
| Census South | 7,776,025 | 16.5 | 13,611,000 | 4,431,000 | 9,180,000 | — 1,404,000 | — 3.0 |
| Southeast | 5,110,067 | 16.1 | 9,184,000 | 2,995,000 | 6,189,000 | — 1,080,000 | — 3.4 |
| Southeast exc. Florida | 2,929,812 | 10.0 | 8,269,000 | 2,644,000 | 5,625,000 | — 2,697,000 | — 9.3 |
| Delaware | 128,207 | 40.3 | 101,000 | 37,000 | 64,000 | 64,000 | 20.1 |
| Maryland | 757,688 | 32.3 | 684,000 | 246,000 | 438,000 | 320,000 | 13.7 |
| District of Columbia | — 38,222 | — 4.8 | 206,000 | 86,000 | 120,000 | — 158,000 | — 19.7 |
| West Virginia | — 145,131 | — 7.2 | 474,000 | 172,000 | 302,000 | — 447,000 | — 22.3 |
| Alabama | 204,997 | 6.7 | 851,000 | 277,000 | 574,000 | — 368,000 | — 12.0 |
| Arkansas | — 123,239 | — 6.5 | 470,000 | 161,000 | 309,000 | — 433,000 | — 22.7 |
| Florida | 2,180,255 | 78.7 | 915,000 | 351,000 | 564,000 | 1,617,000 | 58.3 |
| Georgia | 498,538 | 14.5 | 1,031,000 | 319,000 | 712,000 | — 214,000 | — 6.2 |
| Kentucky | 93,350 | 3.2 | 766,000 | 283,000 | 483,000 | — 390,000 | — 13.2 |
| Louisiana | 573,506 | 21.4 | 885,000 | 262,000 | 623,000 | — 50,000 | — 1.9 |
| Mississippi | — 773 | * | 639,000 | 206,000 | 433,000 | — 434,000 | — 19.9 |
| North Carolina | 494,226 | 12.2 | 1,156,000 | 334,000 | 822,000 | — 328,000 | — 8.1 |
| South Carolina | 265,567 | 12.5 | 675,000 | 188,000 | 487,000 | — 222,000 | — 10.5 |
| Tennessee | 275,371 | 8.4 | 850,000 | 302,000 | 548,000 | — 273,000 | — 8.3 |
| Virginia | 648,269 | 19.5 | 946,000 | 312,000 | 634,000 | 15,000 | 0.4 |
| Oklahoma | 94,933 | 4.3 | 520,000 | 206,000 | 314,000 | — 219,000 | — 9.8 |
| Texas | 1,868,483 | 24.2 | 2,442,000 | 687,000 | 1,755,000 | 114,000 | 1.5 |

Source: U. S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-25, No. 227, April 26, 1961.
* Less than 0.1 per cent.

**TABLE 3**

Population Change, United States and the Southeast, White and Negro, 1950-1960

| | White | | Negro | |
|---|---|---|---|---|
| | Number | Per cent | Number | Per cent |
| United States | 23,682,103 | 17.5 | 3,826,894 | 25.4 |
| Southeast | 4,445,794 | 19.0 | 613,979 | 7.4 |
| Southeast except Florida | 2,568,864 | 12.1 | 336,894 | 4.4 |
| Alabama | 204,018 | 9.8 | 654 | 0.1 |
| Arkansas | — 85,804 | — 5.8 | — 37,852 | — 8.9 |
| Florida | 1,897,830 | 87.6 | 277,085 | 45.9 |
| Georgia | 436,646 | 18.3 | 59,834 | 5.6 |
| Kentucky | 77,993 | 2.8 | 14,028 | 6.9 |
| Louisiana | 415,032 | 23.1 | 156,779 | 17.8 |
| Mississippi | 68,914 | 5.8 | — 70,751 | — 7.2 |
| North Carolina | 416,164 | 14.0 | 68,668 | 6.6 |
| South Carolina | 257,617 | 19.9 | 7,214 | 0.9 |
| Tennessee | 217,496 | 7.9 | 56,273 | 10.6 |
| Virginia | 560,888 | 21.7 | 82,047 | 11.2 |

Source: U. S. Census, *Advance Reports*, Series PC(A2), for the U. S. and each state.

## TABLE 4

Net Migration to and from South by Race and Decade, 1870-1960, (in 1,000's)

| Decade | Total South | | | Southeast (11 states) | | |
|---|---|---|---|---|---|---|
| | Total | White | Nonwhite | Total | White | Nonwhite |
| 1870-1880 | 11 | 82 | −71 | −304 | −205 | −99 |
| 1880-1890 | −411 | −328 | −83 | −515 | −405 | −110 |
| 1890-1900 | −143 | 52 | −195 | −849 | −537 | −312 |
| 1900-1910 | −274 | −77 | −197 | −872 | −605 | −267 |
| 1910-1920 | −1,088 | −566 | −522 | −1,219 | −642 | −577 |
| 1920-1930 | −1,576 | −704 | −872 | −1,704 | −778 | −926 |
| 1930-1940 | −756 | −349 | −407 | −651 | −188 | −463 |
| 1940-1950 | −2,135 | −538 | −1,597 | −1,878 | −365 | −1,513 |
| 1950-1960 | −1,405 | 52 | −1,457 | −1,080 | +381 | −1,460 |
| Grand Totals | −7,777 | −2,376 | −5,401 | −9,072 | −3,344 | −5,727 |

Sources: (1) Compiled by C. Horace Hamilton, *op. cit.*, from Lee, Muller, Brainerd, and Easterlin. *Population Redistribution and Economic Growth in the United States, 1870-1950;* Methodological Considerations and Reference Tables. Philadelphia: American Philosophical Society, 1957. (2) 1940-1960: U. S. Department of Commerce, Bureau of the Census. Current Population Reports, *Population Estimates.* Series P-25, No. 247, April 2, 1962.

## TABLE 5

Net Migration to and from the Southern States by Color, 1950-1960

| State | Total | | White | | Nonwhite | |
|---|---|---|---|---|---|---|
| | Number | Rate | Number | Rate | Number | Rate |
| Total 17 Southern States | 1,404,000 | −3.0 | +52,000 | 0.1 | −1,457,000 | −14.1 |
| Total 11 Southeast States | −1,080,000 | −2.9 | −328,000 | −1.2 | −1,459,000 | −16.3 |
| Total 6 Non-S.E. Southern States | 325,000 | −1.8 | +381,000 | 2.4 | +3,000 | 0.1 |
| Delaware | +64,000 | 20.1 | +58,000 | 21.0 | +6,000 | 14.6 |
| Maryland | +320,000 | 13.7 | +284,000 | 14.5 | +36,000 | 9.3 |
| District of Columbia | −158,000 | −19.7 | −213,000 | −41.1 | +54,000 | 19.2 |
| Virginia | +15,000 | 0.4 | +84,000 | 3.3 | −70,000 | −9.5 |
| West Virginia | −447,000 | −22.3 | −406,000 | −21.5 | −40,000 | −35.0 |
| North Carolina | −328,000 | −8.1 | −121,000 | −4.0 | −207,000 | −19.2 |
| South Carolina | −222,000 | −10.5 | −4,000 | −0.3 | −218,000 | −26.5 |
| Georgia | −214,000 | −6.2 | −9,000 | −0.4 | −204,000 | −19.2 |
| Florida | +1,617,000 | 58.3 | +1,516,000 | 70.0 | +101,000 | 16.6 |
| Kentucky | −390,000 | −13.2 | −374,000 | −13.7 | −15,000 | −7.6 |
| Tennessee | −273,000 | −8.3 | −216,000 | −7.8 | −57,000 | −10.7 |
| Alabama | −368,000 | −12.0 | −144,000 | −6.9 | −224,000 | −22.8 |
| Mississippi | −434,000 | −19.9 | −110,000 | −9.3 | −323,000 | −32.7 |
| Arkansas | −433,000 | −22.7 | −283,000 | −19.1 | −150,000 | −35.0 |
| Louisiana | −50,000 | −1.9 | +42,000 | 2.4 | −92,000 | −10.4 |
| Oklahoma | −219,000 | −9.8 | −192,000 | −9.5 | −26,000 | −13.0 |
| Texas | +114,000 | 1.5 | +141,000 | 2.1 | −27,000 | −2.7 |

Source: U. S. Bureau of the Census. *Current Population Reports,* Series P-25, No. 247.

TABLE 6

Components of Change in Participation Income, the United States and the South, 1948-1962 (Millions of Dollars)

| | Total change | Changes due to | | |
|---|---|---|---|---|
| | | National growth | Industry-mix | Regional share |
| United States | 173,667 | 173,667 | | |
| South | 29,778 | 26,538 | −3,929 | 7,169 |
| Virginia | 3,954 | 3,106 | 184 | 664 |
| West Virginia | 589 | 1,876 | −638 | −649 |
| Kentucky | 1,867 | 2,283 | −589 | 173 |
| Tennessee | 2,457 | 2,546 | −226 | 137 |
| North Carolina | 3,681 | 3,140 | −872 | 1,413 |
| South Carolina | 1,615 | 1,523 | −386 | 478 |
| Georgia | 3,360 | 2,633 | −312 | 1,039 |
| Florida | 5,907 | 2,421 | 337 | 3,149 |
| Alabama | 2,126 | 2,178 | −384 | 332 |
| Mississippi | 1,015 | 1,348 | −479 | 146 |
| Louisiana | 2,335 | 2,169 | −50 | 216 |
| Arkansas | 872 | 1,315 | −514 | 71 |

Source: Howard G. Schaller. "Changes in the Southern Economy," paper read at Charlotte, North Carolina, December 9, 1964. To be published in forthcoming volume *The Manpower Revolution in the South* (Raleigh: The Agricultural Policy Institute, North Carolina State University).

TABLE 7

Major Cities in the South, Ranked by Metropolitan Function

| City | Rank score on metropolitan function 1950 | Rank score on size 1950 | U. S. rank 1960 | SMSAS Population of metro. areas 1960 |
|---|---|---|---|---|
| SECOND ORDER METROPOLISES | | | | |
| Atlanta | 9.91 | 6.67 | 24 | 1,017,188 |
| Dallas | 9.71 | 6.38 | 22 | 1,083,360 |
| THIRD ORDER METROPOLISES | | | | |
| Houston | 8.10 | 7.43 | 17 | 1,243,158 |
| New Orleans | 7.36 | 6.77 | 28 | 907,123 |
| Memphis | 6.62 | 5.67 | 39 | 674,523 |
| Louisville | 6.43 | 6.18 | 36 | 725,139 |
| Birmingham | 5.94 | 6.07 | 43 | 634,864 |
| SUBDOMINANTS WITH METROPOLITAN CHARACTERISTICS | | | | |
| Richmond | 5.34 | 4.83 | 63 | 436,044 |
| Fort Worth | 5.24 | 5.00 | 50 | 573,215 |
| Oklahoma City | 5.02 | 4.81 | 58 | 511,833 |
| *Miami | 4.90 | 5.71 | 25 | 935,047 |
| Charlotte | 4.80 | 4.11 | 82 | 316,781 |
| Jacksonville | 4.79 | 4.70 | 61 | 455,411 |
| Tulsa | 4.60 | 4.40 | 64 | 418,974 |
| Nashville | 4.59 | 4.79 | 58 | 463,628 |
| Little Rock | 4.54 | 4.09 | 120 | 242,980 |
| *San Antonio | 4.48 | 5.75 | 37 | 716,168 |
| *Norfolk-Portsmouth | 4.42 | 5.28 | 48 | 578,507 |
| El Paso | 4.38 | 4.12 | 83 | 314,070 |
| SUBDOMINANTS | | | | |
| Tampa-St. Petersburg | 4.18 | 5.26 | 32 | 772,453 |
| Chattanooga | 4.11 | 4.38 | 90 | 283,169 |
| Knoxville | 3.84 | 4.88 | 60 | 368,080 |
| Shreveport | 3.62 | 4.00 | 91 | 281,481 |
| Mobile | 3.54 | 4.29 | 71 | 363,389 |
| Savannah | 3.46 | 3.87 | 133 | 188,299 |
| Corpus Christi | 3.30 | 3.94 | 119 | 221,573 |
| Montgomery | 3.25 | 3.79 | 127 | 199,734 |
| Baton Rouge | 3.25 | 3.90 | 114 | 230,058 |
| Austin | 3.19 | 3.92 | 124 | 212,136 |

Source: Rupert B. Vance and Nicholas J. Demerath, Editors, *The Urban South* (Chapel Hill: The University of North Carolina Press, 1954).

* Miami because of its resort function and San Antonio and Norfolk-Portsmouth because of military installations probably rank somewhat higher than their basic metropolitan function would place them. They are essentially Subdominants. Port cities, by this method, usually rank lower than cities doing "center work."

TABLE 8

Changes in Employment Status and Occupation of the Labor Force of the Southern States of the United States between 1940 and 1960

| Employment and occupation | No. in 1000's 1940 | No. in 1000's 1960 | Per cent change | No. in 1000's 1940 | No. in 1000's 1960 | Per cent change |
|---|---|---|---|---|---|---|
| | White Male | | | Nonwhite Male | | |
| Total labor force | 9,220 | 10,741 | 16.5 | 2,746 | 2,319 | −15.5 |
| unemployed | 1,095 | 465 | −57.5 | 351 | 169 | −51.9 |
| Total employed | 8,126 | 10,276 | 26.5 | 2,395 | 2,151 | −10.2 |
| Professional | 395 | 1,024 | 159.2 | 37 | 63 | 72.8 |
| Farmers | 1,858 | 736 | −60.5 | 621 | 154 | −75.1 |
| Managers | 808 | 1,298 | 60.6 | 23 | 32 | 37.2 |
| Clerical | 948 | 1,470 | 55.1 | 28 | 83 | 196.4 |
| Craftsmen | 1,032 | 2,106 | 104.1 | 87 | 185 | 112.6 |
| Operatives | 1,288 | 1,969 | 52.9 | 260 | 477 | 83.5 |
| Private Household Workers | 11 | 6 | −45.5 | 65 | 17 | −73.3 |
| Service Workers | 360 | 412 | 14.4 | 204 | 272 | 33.3 |
| Farm Laborers | 867 | 304 | −65.0 | 570 | 246 | −56.9 |
| Other Laborers | 495 | 538 | 8.7 | 489 | 493 | 0.8 |
| Not Reported | 53 | 412 | 677.4 | 12 | 128 | 952.3 |
| | White Female | | | Nonwhite Female | | |
| Total labor force | 2,378 | 4,985 | 109.6 | 1,342 | 1,546 | 15.4 |
| unemployed | 320 | 226 | −29.4 | 143 | 117 | −18.2 |
| Total employed | 2,058 | 4,759 | 131.2 | 1,199 | 1,439 | 19.3 |
| Professional | 322 | 668 | 107.5 | 53 | 107 | 101.9 |
| Farmers | 49 | 34 | −30.6 | 46 | 15 | −67.4 |
| Managers | 103 | 226 | 119.4 | 7 | 14 | 100.0 |
| Clerical | 640 | 1,958 | 205.9 | 11 | 67 | 509.1 |
| Craftsmen | 17 | 55 | 223.5 | 1 | 6 | 500.0 |
| Operatives | 434 | 807 | 85.9 | 60 | 123 | 105.0 |
| Private Household Workers | 161 | 160 | −0.6 | 697 | 638 | −8.5 |
| Service Workers | 214 | 539 | 151.9 | 106 | 297 | 180.3 |
| Farm Laborers | 76 | 46 | −39.5 | 199 | 69 | −65.2 |
| Other Laborers | 16 | 20 | 25.0 | 10 | 13 | 30.0 |
| Not Reported | 28 | 245 | 775.0 | 8 | 80 | 900.0 |

Sources: U. S. censuses of population of 1940 and 1960. 1940: Vol. III. *Labor Force*, Pt. 1, U. S. Summary, Tables 4 and 63. 1960: U. S. Summary, *Detailed Characteristics*, Tables 251 and 257.

TABLE 9

Changes in the Per Cent Distribution of Employed Persons in the Southern States by Occupation, Sex, and Race, 1940-1960

| Occupation | Per cent distribution 1940 | Per cent distribution 1960 | Difference 1960-1940 | Per cent distribution 1940 | Per cent distribution 1960 | Difference 1960-1940 |
|---|---|---|---|---|---|---|
| | White Male | | | Nonwhite Male | | |
| Total employed | 100.0 | 100.0 | | 100.0 | 100.0 | |
| Professional | 4.9 | 10.0 | 5.1 | 1.5 | 2.9 | 1.4 |
| Farmers | 23.0 | 7.2 | −15.8 | 25.9 | 7.2 | −18.7 |
| Managers | 9.9 | 12.6 | 2.7 | 1.0 | 1.5 | 0.5 |
| Clerical | 11.7 | 14.3 | 2.6 | 1.2 | 3.9 | 2.7 |
| Craftsmen | 12.7 | 20.5 | 7.8 | 3.6 | 8.6 | 5.0 |
| Operatives | 15.9 | 19.1 | 3.2 | 10.9 | 22.2 | 11.3 |
| Private Household | 0.1 | 0.1 | | 2.7 | 0.8 | −1.9 |
| Service Workers | 4.4 | 4.0 | −0.4 | 8.5 | 12.6 | 4.1 |
| Farm Laborers | 10.7 | 3.0 | −7.7 | 23.8 | 11.4 | −12.4 |
| Other Laborers | 6.1 | 5.2 | −0.9 | 20.4 | 22.9 | 2.5 |
| Not Reported | −0.6 | 4.0 | 3.3 | 0.5 | 6.0 | 5.5 |
| | White Female | | | Nonwhite Female | | |
| Total employed | 100.0 | 100.0 | | 100.0 | 100.0 | |
| Professional | 15.6 | 14.0 | −1.6 | 4.5 | 7.5 | 3.0 |
| Farmers | 2.4 | 0.7 | −1.7 | 3.8 | 1.0 | −2.8 |
| Managers | 5.0 | 4.7 | −0.3 | 0.6 | 1.0 | 0.4 |
| Clerical | 31.1 | 41.1 | 10.0 | 0.9 | 4.7 | 3.8 |
| Craftsmen | 0.8 | 1.2 | 0.4 | 0.1 | 0.4 | 0.3 |
| Operatives | 21.1 | 17.0 | −4.1 | 5.0 | 8.6 | 3.6 |
| Private Household | 7.8 | 3.4 | −4.4 | 58.2 | 44.6 | −13.6 |
| Service Workers | 10.4 | 11.3 | 0.9 | 8.6 | 20.8 | 12.0 |
| Farm Laborers | 3.7 | 1.0 | −2.7 | 16.5 | 4.8 | −11.7 |
| Other Laborers | 0.8 | 0.4 | −0.4 | 0.9 | 0.9 | |
| Not Reported | 1.3 | 5.2 | 3.8 | 0.7 | 5.6 | 4.9 |

Sources: (1) *U. S. Census of Population*, 1960. U. S. Summary, *General Social and Economic Characteristics*. PC(1) 1C. Table 88. Also the corresponding state census reports. (2) 16th Census of the United States, 1940. Vol. III. *The Labor Force*. U. S. Summary, Table 63.

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